

Parent Presentation Common Core State Standards English Language Arts

Presentación Para Padres Los Estándares Estatales Comunes de la Lengua y Literatura en Ingles

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Outcomes

What are the Common Core Standards?

Common Core Strands

- Text Complexity
- Writing
- Speaking and Listening
- Language

Resultados

¿Qué son los Estándares Estatales Comunes?

El linaje de los Estándares Estatales Comunes

- Complejidad del texto
- Escritura
- Hablar y escuchar
- Lenguaje

What are the Common Core State Standards?

- A national set of standards no longer defined by each state.
- 46 states have adopted the standards.
- They are written to prepare students for success in college and/or in the work place.

¿Que son los Estándares Comunes?

- Una serie de estándares que han dejado de ser definidos por cada estado.
- 46 estados han adoptado los estándares.
- Están escritos con el fin de preparar a los estudiantes para el éxito en el colegio y/o en el empleo.

ELA Standards Progress in Complexity

A standard begins in kindergarten and increases in complexity as the students move up through the grade levels.

Los Estándares de la Lengua y Literatura en Inglés en el progreso de complejidad

El estándar comienza en el kínder y gradualmente incrementa el nivel de complejidad a medida que los estudiantes se mueven a través de los niveles de grados.

Standards Viewed in Grade Spans

Reading Standards for Informational Text 6-12

Grade 6 Students:	Grade 7 Students:	Grade 8 Students:
Key Ideas and Details		
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
Craft and Structure		
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. <u>(See grade 6 Language standards 4-6 on page 44 for additional expectations.)</u>	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. <u>(See grade 7 Language standards 4-6 on page 44 for additional expectations.)</u>	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. <u>(See grade 8 Language standards 4-6 on page 44 for additional expectations.)</u>
5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. <u>a. Analyze the use of text features (e.g., graphics, headers, captions) in popular media.</u>	5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. <u>a. Analyze the use of text features (e.g., graphics, headers, captions) in public documents.</u>	5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. <u>a. Analyze the use of text features (e.g., graphics, headers, captions) in consumer materials.</u>
6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
Integration of Knowledge and Ideas		
7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

<h1>Writing Standard 5: K-8</h1> <h2>Domain: Production and Distribution of Writing</h2>	
K	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
1	With guidance and support from adults, focus on a topic , respond to questions and suggestions from peers, and add details to strengthen writing as needed.
2	With guidance and support from adults and peers , focus on a topic and strengthen writing as needed by revising and editing .
3	With guidance and support from peers and adults, develop and strengthen writing as needed by planning , revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 on pages 28 and 29)
4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 on pages 28 and 29)

5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach . (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on pages 28 and 29)
6	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 on page 52)
7	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed . (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 52)
8	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 on page 52)

Activity

- Locate the reading standards for **informational text** at your table.
- We will walk through standard #1, kindergarten-5th grade, so you can see how it gets more difficult with each grade level.

Actividad

- En su mesa, ubique el estándar de lectura de **texto informacional**.
- Repasaremos el estándar #1, del kínder al 5 to grado, para demostrar como se complica el estándar atreves de los niveles de grados.

Your turn...

- With a partner, look at standard #2.
- Locate the grade level for your child.
- Highlight the differences of the grade level before and after your child's grade.

Ahora usted....

- Con un compañero, repase el estándar #2.
- Localice el nivel de grado de su hijo/a.
- Subraye las diferencias del grado antes y después del de su hijo/a.

Reading

Text Complexity:

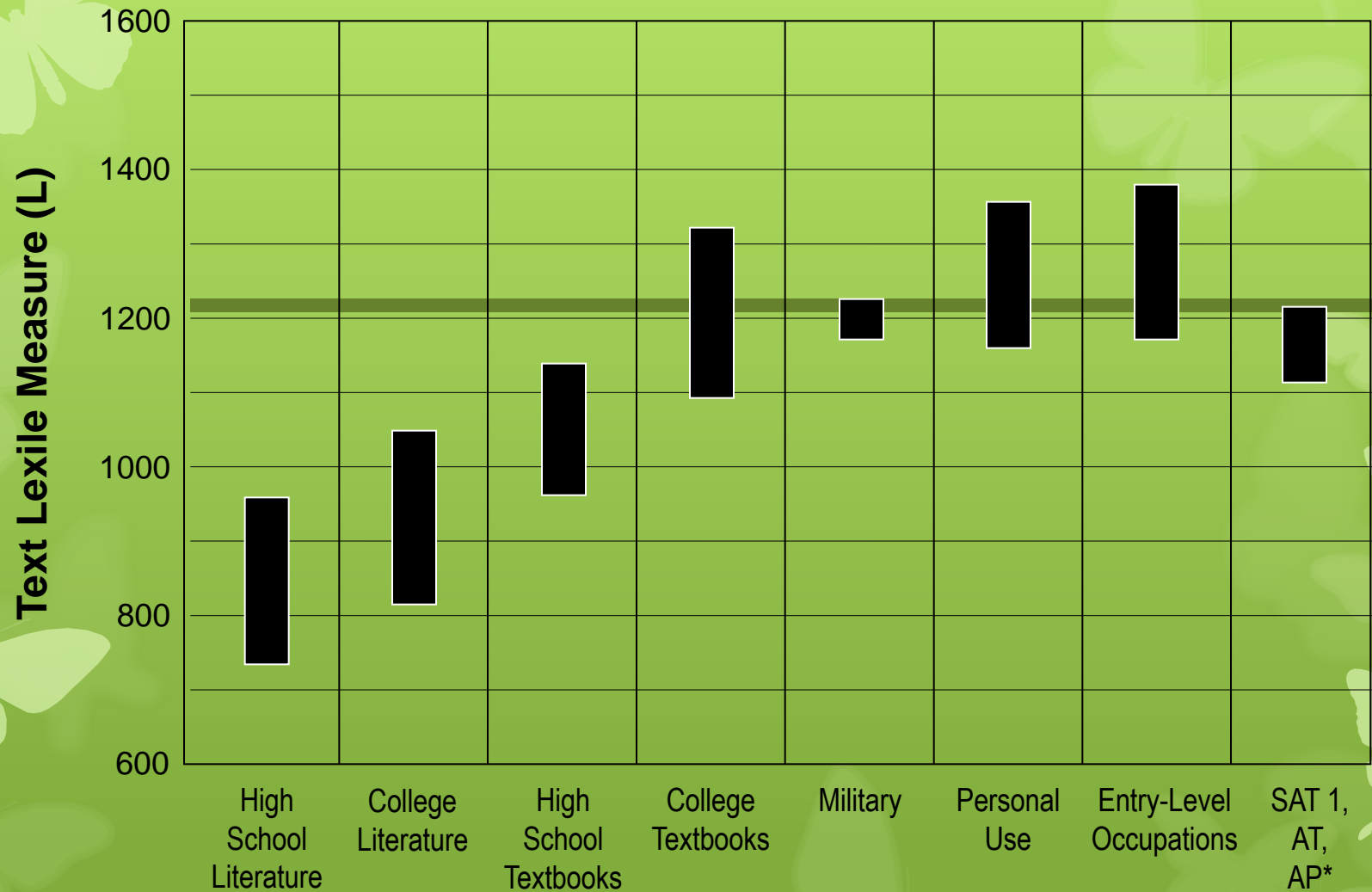
- Students are asked to read books at a more difficult level.

Lectura

Complejidad del texto:

- Se les pide a los estudiantes que lean libros a un nivel mas difícil.

Student Books Level of Difficulty



How You Can Support Your Child With Text Complexity

- Build Background Knowledge
- Read Aloud to them
- Read Aloud with them
- Ask Questions

How do we help our children so they are ready for the increasing complexity of texts?

Increase their academic vocabulary and build their background knowledge!!

Usted puede ayudar a su hijo/a con el texto complejo

- Construya el conocimiento de antecedentes
- Lea a su hijo/a a voz alta
- Lea a voz alto con ellos
- Haga preguntas

Como ayudamos a nuestros niños para que estén listos para el incremento de textos complejos?

Incrementado su vocabulario académico y construyendo el conocimiento de antecedentes.

What is Background Knowledge?

Background Knowledge is what a student already knows on a topic or subject. The more he or she knows, the better they will understand the new learnings.

¿Que es el Conocimiento de Antecedentes?

El conocimiento de antecedentes es lo que el estudiantes ya sabe sobre un tema o una materia. Entre mas conocimiento haya, será mas fácil para que el estudiantes capte las nueva enseñanza con facilidad.

Activity

Building Background Knowledge

If the topic is animals, how can you build your child's knowledge of the subject?

- Where can you take them?
- What can they read?
- Is the internet or technology a possibility?
- What type of media? TV? Videos?

Actividad

Construyendo el conocimiento de antecedentes

If the topic is animals, how can you build your child's knowledge of the subject?

- ¿Adonde los puede llevar?
- ¿Qué pueden leer?
- ¿Es el internet o la tecnología una opción?
- ¿Qué tipo de medios de comunicación, televisión, o videos?

The Power of Read Aloud

“Research indicates that reading aloud to children:

- substantially improves their reading, written, oral, and auditory skills
- Increases their positive attitude towards reading”

Elizabeth Qunell

“Children listen at a higher reading level than they read; thus, children can hear and understand stories that are more complicated and more interesting than anything they could read on their own.” (p. 37)

Jim Trelease

El Poder de la lectura a voz alta

“Estudios indican que leyendo a los niños en voz alta:

- Sustancialmente mejora la habilidad de leer, escribir, y escuchar
- Aumenta el nivel de actitud positiva hacia la lectura”

Elizabeth Qunell

“Niños tienen la habilidad de escuchar a un nivel mas alto que del que pueden leer, por lo tanto los niños pueden escuchar y entienden cuentos que son mas complicados y mas interesantes aun cuando sean a un nivel mas alto del que ellos puedan leer por si solos.” (p. 37)

Jim Trelease

Types of Read Alouds

- Books
- Magazines
- Internet Articles
- Close Captioning (mute your T.V.)
- Menus
- Directions
- Recipes

Tipos de lectura a voz altas

- Libros
- Revistas
- Artículos de internet
- Lectura de subtítulos
- Menú
- Direcciones
- Recetas

Activity

Read Aloud to them

- You read to them, they listen
 - Ask questions
 - Connect the reading to their life

Actividad

Lea en voz alta

- Usted lea, ellos escuchan
 - Haga preguntas
 - Enlace el cuento a la vida del niño/a

Reference the **Sentence Starters Packet and Responding to Reading Packet** for examples.

Activity: Ask Questions (Comprehension Questions)

Questions:

- What is the _____ of the story?
- Who are the characters in the story?
- Would you consider (character) to be _____ or _____ ? Why?
- What would be another solution for this story?

Sentence Starters:

- The _____ of the story is...
- The characters in the story are
- I consider (character) to be _____ because
- Another solution to this story is...

Actividad: Haga preguntas (preguntas de comprensión)

Preguntas:

- ¿Que es el _____ del cuento?
- ¿Quienes son los personajes del cuento?
- ¿Consideráis que personaje es _____ o _____?
- ¿Qué sería otra solución a este cuento?

Oraciones de arranque:

- EL _____ de l cuento es...
- Los personajes del cuento son...
- Yo considero que _____ es _____ porque....
- Otra solución al cuento es.....

Reference the **Sentence Starters Packet** for examples.

Activity

Read Aloud with them

- Choral read
- I read a sentence, you read the same sentence
- I read a sentence, you read the next sentence

Actividad

Lea a voz alta con ellos

- Lectura en coro
- Yo leo una oración, tu les la misma oración
- Yo leo una oración, tu les la siguiente oración

Graphic Organizers

- Purpose
 - To allow children to visually see the concepts
- Benefits
 - Allows for processing time
 - Provides direction and structure for writing
 - Helps to organize their thoughts

Organizador Grafico

- Propósito
 - Permitir a los niños ver visualmente los conceptos
- Beneficios
 - Da tiempo para procesar
 - Provee instrucción y estructura para la escritura
 - Ayuda organizar sus pensamientos

Reference **Thinking Maps Packet** for examples of Graphic Organizers.

Common Thinking Maps for Reading Comprehension

- Flow Map
- Tree Map
- Multiflow Map

Mapas de Pensamiento Común para la Comprensión de Lectura

- Mapa de circulación
- Mapa de árbol
- Mapa de múltiples circulaciones

Reference **Thinking Maps Packet**
for examples of Graphic Organizers.

Writing

CCSS: Writing

- Opinions/Arguments (K-5) (6-12)
- Informative/Explanatory Texts (Research Reports)
- Narratives (Stories)
- ACEEC

Escritura

- Opiniones/argumentos (K-5) (6-12)
- Textos Informativos/ explicativos (informes de investigación)
- Narraciones (cuentos)
- ACEEC

CA Standards:

- ☐ Narratives
- ☐ Expository Descriptions
- ☐ Friendly Letters
- ☐ Personal or Formal Letters
- ☐ Response to Literature
- ☐ Information Reports
- ☐ Summaries
- ☐ Persuasive Letters/Compositions
- ☐ Research Reports
- ☐ Fictional Narratives
- ☐ Biographical/Autobiographical Narratives
- ☐ Career Development Documents
- ☐ Technical Documents
- ☐ Reflective Compositions
- ☐ Historical Investigation Reports
- ☐ Job Application/Resume

How You Can Support Your Child With Writing

- Informal Outlines for:
 - Informative
 - Narrative
- Let the ideas flow, don't worry about correcting spelling, grammar, or capitalization

Usted puede ayudar a su niño/a con la escritura

- Perfil informal:
 - Informativo
 - Narración
- Deje que las ideas fluyan, no se preocupe de corregir la ortografía o gramática

Reference **Narrative and Expository Informative Writing Comparisons Packet, Narrative/Story Writing Organizers Packet, and Expository/Informative Writing Organizers Packet** for examples.

Activity

Graphic Organizer for Narrative

- Flow Map - Sequence
- Tree Map - Categories
- Flee Map - Sequence with details

Actividad

Organizador Grafico para Narrar

- Mapa de circulación – secuencia
- Mapa de árbol – categorías
- Mapa de escape – secuencia con detalles

Reference **Thinking Maps Packet**
for examples of Graphic Organizers.

Activity

Graphic Organizer for Informative

- Circle Map – Brainstorming/Defining all you do about a subject
- Brace Map – Whole to part, part to whole

Actividad

Organizador Grafico para Información

- Mapa de círculo – tormenta de ideas/define todo lo que hace sobre una materia
- Mapa de abrazadera – todo a parte, parte a todo

Reference **Thinking Maps Packet**
for examples of Graphic Organizers.

Activity

Graphic Organizer for Opinion

- Double Bubble Map
- Tree Map

Actividad

Organizador Grafico para Opiniones

- Mapa de doble burbuja
- Mapa de árbol

Reference **Thinking Maps Packet**
for examples of Graphic Organizers.

Speaking and Listening

Students are asked to work more in groups to:

- Solve a problem
- Discuss a topic
- Create a project

Hablando y escuchando

Se les pide a los estudiantes que trabajen en equipo para:

- Resolver problemas
- Discutir temas
- Crear un proyecto

How You Can Support Your Child With Speaking and Listening

Discuss the proper ways to work in a group:

- Listen attentively
- Comment on others
- Ask questions
- Share opinions and ideas

Usted puede apoyar a hijo/a a hablar y escuchar

Converse sobre los modos apropiados de trabajar en equipo:

- Escuche atentamente
- Comente sobre otros
- Haga preguntas
- Comparta ideas y opiniones

Activity

Sentence Starters...

- Sentence starters to encourage speaking and listening
- Active Participation Cards

Actividad

Frases de arranque...

- Frases de arranque fomentan el hablar y escuchar
- Tarjetas de participación activa

Language

The Language Standards consist of:

- Grammar
- The way sentences are written
- Vocabulary
- Language variety

Lenguaje

Los Estándares de Lengua consisten de:

- Gramática
- El modo en que se escribe una oración
- Vocabulario
- Variedad en el lenguaje

How You Can Support Your Child With Language

- Read Aloud
- Break down sentences
- Using language for specific purposes
 - Telling a story
 - Texting a friend
 - Writing a report

Usted puede apoyar a su hijo/a con el lenguaje

- Lea en voz alta
- Analice las oraciones
- Usando el lenguaje con propósitos específico
 - Contante un cuento
 - Mande un texto a un amigo
 - Escribía un informe

Activity

Break Down Sentences

Using the 6 elements, break these sentences down...

- On Saturday, my parents drove me to the museum to learn more about animals.
- My friend and I won the lottery so we ran to the mall and in one day, spent \$1,000 on clothes...each!

Activity

Analizando las oraciones

Usando los 6 elemento, analice estas oraciones...

- El sábado, mis padres me llevaron al museo para aprender mas sobre los animales
- Mi amiga y yo ganamos la lotería, por lo tanto nos fuimos al centro comercial y en un día gastamos \$1,000 en ropa...cada una!

Create Your Own Sentence

Once again, using the 6 elements, create one or two sentences of your own.

Desarrolle su Propia Oración

Una vez mas, usando los 6 elemento, desarrolle un o dos oraciones propias

Activity Tell a story

- Using one of your Thinking Maps from before, tell a story orally to a friend.
- Add more detail as you tell the story.
- Go back and add that detail into the thinking map.

Actividad Cuenta un Cuento

- Utilizando uno de sus Mapas de Pensamiento, cuénteles un cuento a un amigo/a.
- Agregue mas detalles a su cuento.
- Agregue los detalles a su mapa de pensamiento.

Wrap Up Activity

Circle Map:

- Using the circle map, write down what you have learned today.
- In the center, write CCSS (Common Core State Standards).

Actividad de culminación

Mapa de circulo:

- Usando el mapa de circulo, escriba lo que aprendió el día de hoy.
- En el centro, escriba EEC (Estándares Estatales Comunes).

Outcomes

- What are the Common Core Standards?
- Common Core Strands
 - Text Complexity
 - Writing
 - Speaking and Listening
 - Language

Resultados

- ¿Qué son los Estándares Estatales Comunes?
- El linaje de los Estándares Estatales Comunes
 - Complejidad del texto
 - Escritura
 - Hablar y escuchar
 - Lenguaje

Animal School

Escuela de Animales

Thank You for Coming Today!

Gracias por su asistencia el día de hoy!

Different Transitions for Different Kinds of Writing

INFORMATION/EXPOSITORY

First of all
A second
The third
A fourth

One important
Another important
The most important

With friends
With my classmates
With my family

In the spring
During the summer
In the fall
Throughout the winter

Before the war
During the war
After the war

My style
My mother's style
My grandmother's style

One
Another
The next
Finally

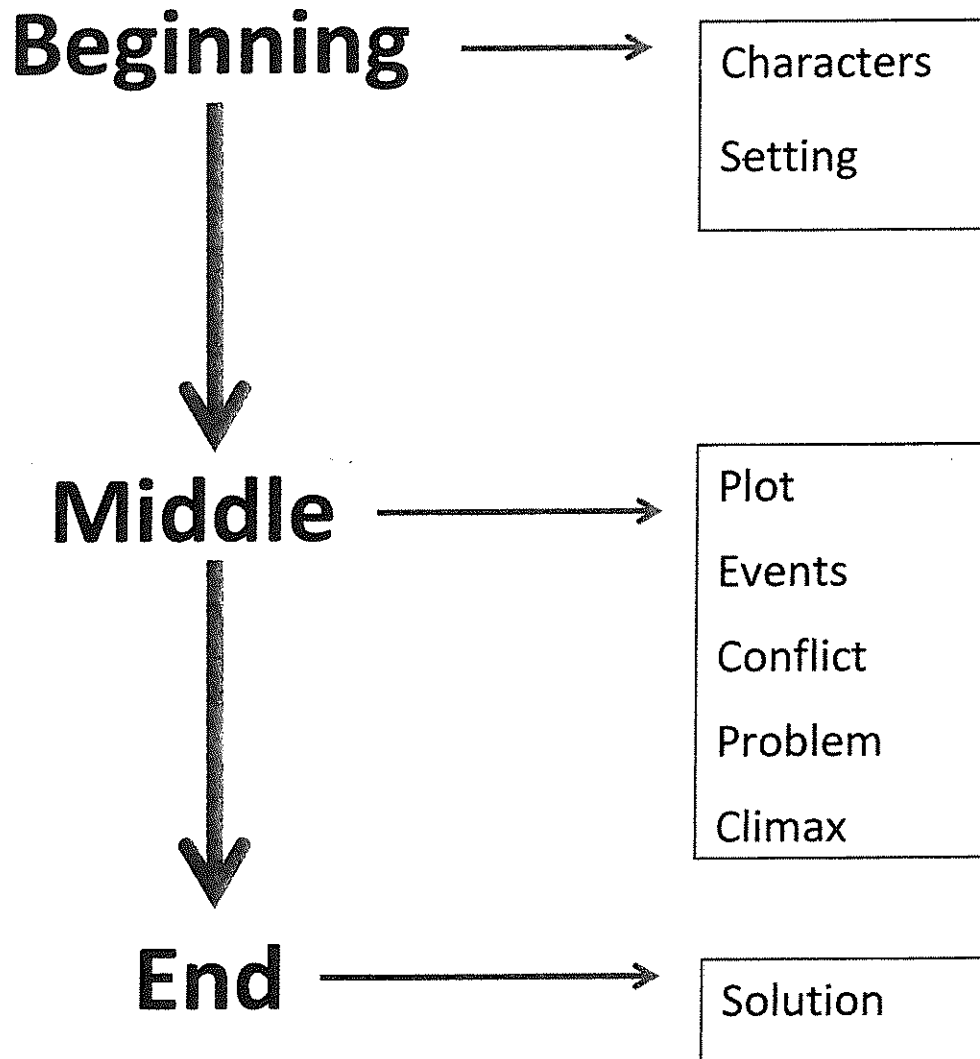
To begin
Next
Now
Finally

One example
Another example

STORY/NARRATIVE

One evening
Later in the day
After the show ended
Before school
While we ate lunch
As we walked home
During the test
By the time I turned four
Before my birthday
In the middle of the game
Early in the year
Not long after the game
Often we would
After dinner
One fall afternoon
When the room was full
At supper
As we came closer to the river
During the first few months
Every Saturday
Down in the village
One afternoon
For several weeks
All day long
After a while
At noon that day
Quickly
Suddenly
All through the year
Throughout the week
Now
The moment the bell rang
Almost as quickly

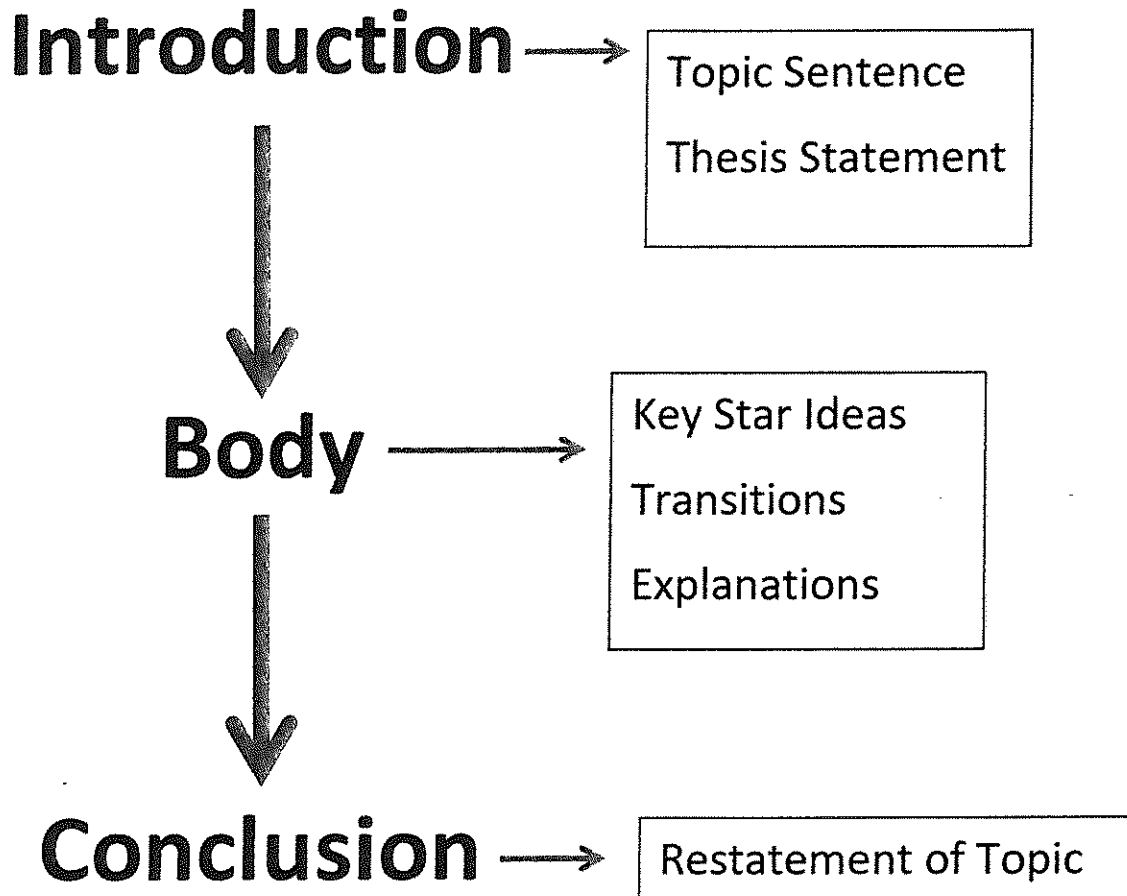
Narrative Writing Fiction



Types of narrative papers:

Stories
Fantasy
Fairy Tales
Legend/Myth
Science Fiction

Expository/Informative Writing Non-Fiction



Types of expository/informative papers:

Research papers and reports

Essays

Description papers

Persuasion

Explain

Teach a process

Questions for Reading Comprehension

P: What do you think this story is about?

C: I think this story is about...

P: What predictions can we make about this story?

C: We can predict that...

P: Do you remember a time when...?

C: When I was _____ I remember....

P: Have you ever...?

C: I remember a time when I was _____, I...

P: What is the setting of the story?

C: The setting of the story is....

P: What is the _____ of the story?

C: The _____ of the story is...

P: Who are the characters in the story?

C: The characters in the story are

P: Would you consider (character) to be _____ or _____ ? Why?

C: I consider (character) to be because

P: What would be another solution for this story?

C: Another way the story could end is...

Sentence starters

1. I think that
 2. I know that
 3. I see that
 4. I bet that
 5. I wish that
 6. I hear that
 7. I heard that
 8. I hope that
 9. I believe that
 10. I do think that
 11. I wouldn't go as far as to ...
 12. I don't think that...
 13. I am not sure if ...
 14. When it comes to ..., ...
 15. Like this
 16. I figured that
 17. I imagine that
 18. I doubt that
 19. I mean that
 20. I suppose that
 21. I forgot that
 22. I remember that
 23. In my opinion,
 24. I realize that
 25. I expect that
 26. I decided that
 27. I found out that
 28. I understand that
 29. We can say that
 30. I would think that
 31. I am sure that
 32. I am afraid that
 33. This way/that way
 34. This means that
 35. The point is that
- I would like = I want**
36. I would like to say that
 37. I want to add that
 38. I want to point out that
 39. I would like to emphasize
 40. I would like to reiterate (to repeat)
 41. I have an example
 42. Here is an example
 43. There are many examples of...
 44. Well,
 45. So,
 46. Like,
 47. Hmm
 48. Anyway,
 49. By the way, incidentally
 50. Basically
 51. Actually
 52. Probably

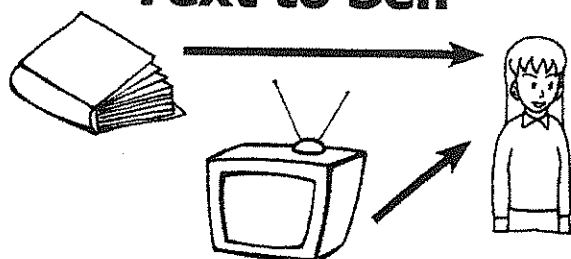
53. Fortunately
54. consequently
55. The thing is that
56. Keep in mind that
57. Don't forget that
58. Now remember that
59. If you think about it, ...
60. To be honest with you,
61. Let's think for a minute
62. Let's look at ...
63. Let's say that
64. Let's assume that
65. Isn't it ...
66. Wouldn't it be ...
67. I may just be me, but
68. As far as I know
69. As far as I am concerned
70. As you may have heard
71. As you know
72. as you can imagine
73. as a result
74. What this means is that
75. What I mean is that
76. This suggests that
77. This tells us that
78. ... and so...
79. therefore

Questions to the speaker!

1. What is the main idea of your article?
2. What is your article about again?
3. What did you learn from this article?
4. Which facts do you remember most from this article?
5. Do you think that this is an important topic? Why?
6. Why did you choose this article?
7. What made you pick this particular article?
8. Who wrote this article?
9. How long did it take you to translate it?
10. How long did it take you to find this article?
11. Which key words did you use?
12. How many new words did you learn?
13. Where did you get this article?
14. Do you like looking for things in the Internet?
15. Do you know any cool sites in English, which would be interesting for everyone?

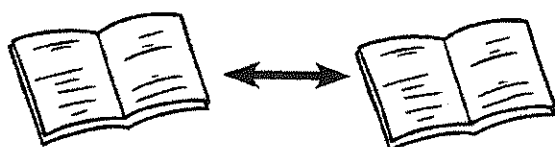
Making Text Connections

Text to Self



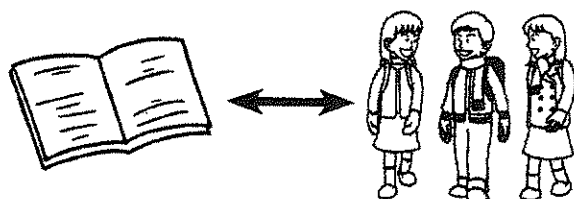
Can you connect what you are reading or hearing to something you already know? To something you believe, to something that happened in your life, to a goal or dream you have, to your personality? To an event you have experienced?

Text to Text



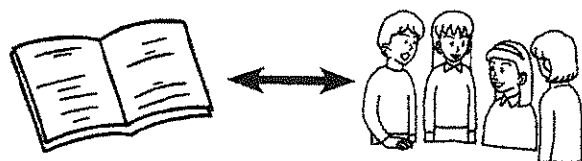
Can you connect what you are reading or hearing to some other part of the story, poem, play, article, or report? To another story, poem, play, article, report? To something you have heard on the news? To something from a movie or television?

Text to Others



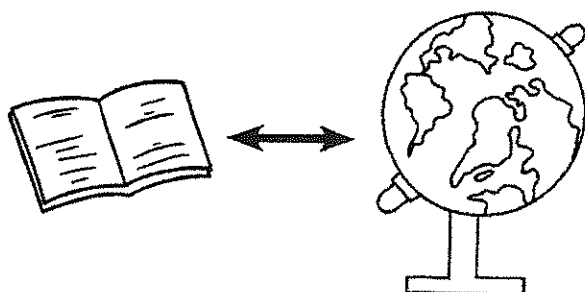
Can you connect what you are reading or hearing to another person? To a friend? To a character from another story or film? To someone in history? To someone famous? To a cartoon character? To someone you admire? To an experience someone else has had?

Text to Class



Can you connect what you are reading or hearing to a class or group discussion? To another class or to another subject you have studied? To a class project or field trip? To topics you studied this year or last year?

Text to World



Can you connect what you are reading or hearing to a time or event in history? To a city or country in the world? To a problem happening some place in the world? To special celebrations, inventions, or lifestyles of people around the world? To different cultures?

Name: _____ Date: _____

Practice Selecting Quotations

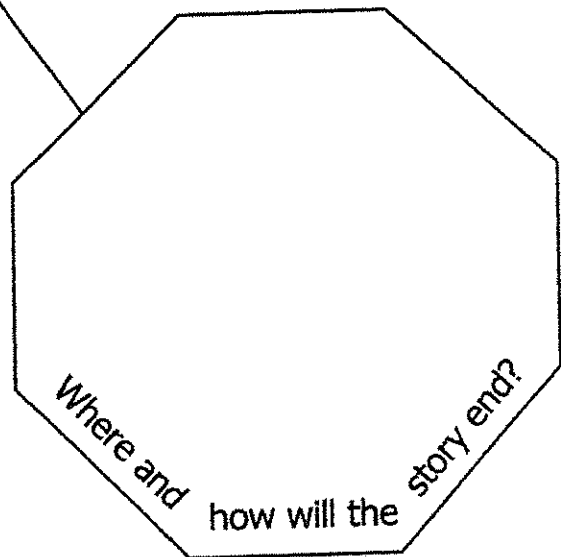
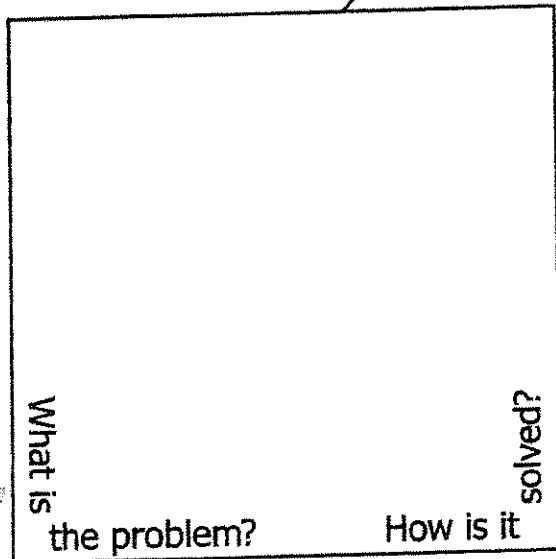
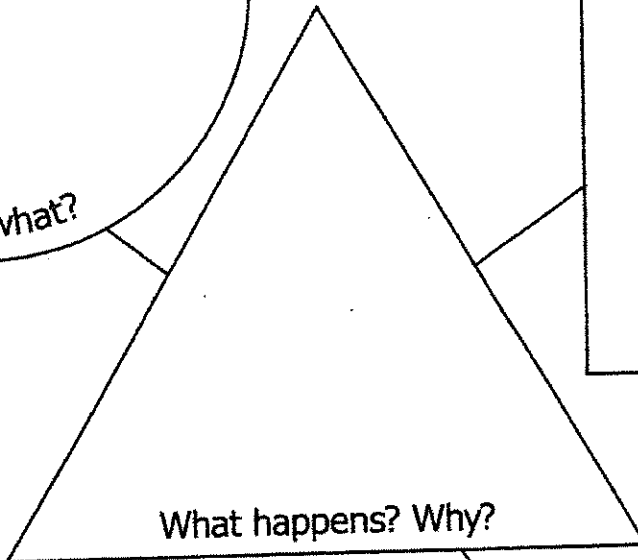
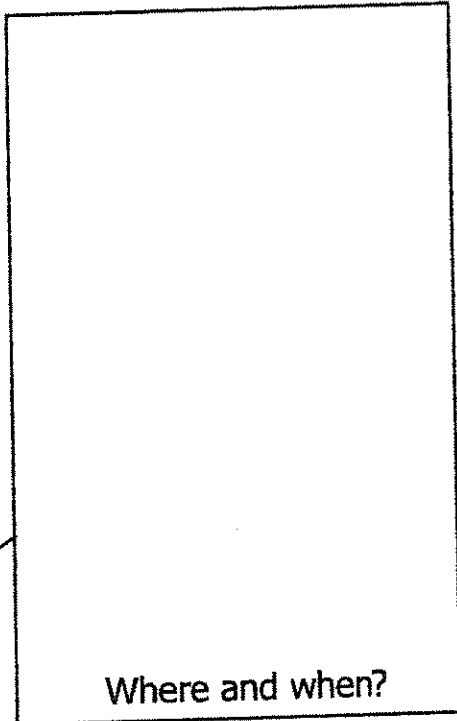
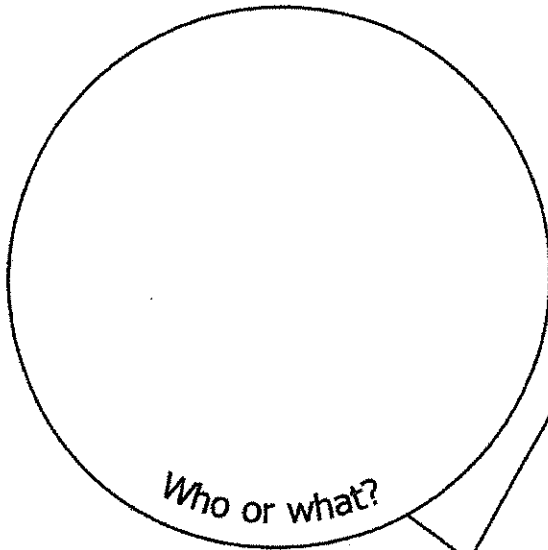
Something that surprises you	
Something that is important for others to know	
Something that would be good for discussion	
Something that shows excellent word choice	

Name: _____ Date: _____

Prewriting with a Story Map

Title: _____

Ideas for a Story



Plan a Paragraph with a ☆, -, • Informal Outline

(Title) _____

(Topic) Topic = _____

(Key/Star Idea)	☆ _____	- _____	(Explain)
		• _____ • _____	
		- _____	(Explain)
		• _____ • _____	
	☆ _____	- _____	(Explain)
		• _____ • _____	
(Key/Star Idea)		- _____	(Explain)
		• _____ • _____	
	☆ _____	- _____	(Explain)
		• _____ • _____	
		- _____	(Explain)
		• _____ • _____	

(Conclusion) Conclusion = _____

Name: _____ Date: _____

Paragraph Planning Guide

Title

Topic Sentence (Go!)	
Key/Star Idea (Reason/Detail/Fact) (Slow down!)	Explain (Stop!)
Key/Star Idea (Reason/Detail/Fact) (Slow down!)	Explain (Stop!)
Conclusion (Go back!)	

Diferentes Transiciones para Diferentes Tipos de Escritura

INFORMACIÓN/EXPOSICIÓN

Primero que todo

Un segundo

El tercero

Un cuarto

Un importante

Otro importante

Lo más importante

Con amigos

Con mis compañeros

Con mi familia

En la primavera

Durante el verano

En el otoño

A través del invierno

Antes de la Guerra

Durante la Guerra

Después de la guerra

Mi estilo

El estilo de mi madre

El estilo de mi abuela

Un/Una

Otro(a)

El/la próximo(a)

Finalmente

Para empezar

Después

Ahora

Finalmente

Un ejemplo

Otro ejemplo

CUENTO/NARRACIÓN

Una noche

Más tarde ese día

Después de terminar el Espectáculo

Antes del horario escolar

Durante el almuerzo

Cuando caminábamos a casa

durante el examen

Cuando cumplí cuatro

Antes de mi cumpleaños

En medio del juego

Anteriormente en el año

No mucho después del juego

A menudo hacíamos

Después de la cena

Una tarde de otoño

Cuando la habitación

estaba llena

En la cena

Mientras nos acercábamos al río

Durante los primeros meses

Cada sábado

En el pueblo

Una tarde

Por varias semanas

Todo el día

Después de un rato

Al mediodía

Rápidamente

De repente

Todo el año

Toda la semana

Ahora

Cuando sonó el timbre

Casi tan rápido

Escritura Narrativa de Ficción

Comienzo



Medio



Final

Personajes

Ambiente

Trama

Hechos

Conflicto

Problema

Clímax

Solución

Tipos de textos narrativos:

Cuentos

Ficción

Cuentos de Hadas

Leyendas/Mitos

Ciencia Ficción

Escritura Expositiva/Informativa De Hechos Reales

Introducción—* Oración sobre el Tema
Declaración

Cuerpo

Ideas Principales
Transiciones
Explicaciones

Conclusión — Repetición del Tema

Tipos de textos informativos:
Documentos e informes investigativos
Ensayos
Textos descriptivos
Persuasión
Explicaciones
Enseñanza de un proceso

Preguntas sobre la comprensión de la Lectura

P: ¿De qué crees que se trata este cuento?

C: Creo que el cuento es sobre...

P: ¿Qué predicciones podemos hacer sobre este cuento?

C: Podemos predecir que...

P: ¿Usted se acuerda de una vez que...?

C: Cuando tenía _____ recuerdo....

P: ¿Alguna vez usted...?

C: Recuerdo una vez cuando tenía _____

P: ¿Cuál es el ambiente del cuento?

C: El ambiente del cuento es....

P: ¿Cuál es el/la ___ del cuento?

C: El/la _____ del cuento es...

P: ¿Quiénes son los personajes del cuento?

C: Los personajes del cuento son....

P: ¿Considera usted que _____ es un personaje _____ o _____? ¿Por qué?

C: Considero que (personaje) es un personaje _____ porque....

P: ¿Cuál sería otra solución para este cuento?

C: Otra manera de terminar este cuento pudiera ser...

Comienzos de oraciones

1. Creo que
2. Yo sé que
3. Veo que
4. Apuesto que
5. Deseo que
6. Escucho eso
7. Escuché que
8. Espero que
9. Yo creo que
10. Yo sí creo que
11. No iría al extremo de...
12. No creo que...
13. No estoy seguro si...
14. Con respecto a
15. Así
16. Entendí que
17. Imagino que
18. Dudo que
19. Quiero decir que
20. Supongo que
21. Olvidé que
22. Recuerdo que
23. En mi opinión
24. Me doy cuenta que
25. Espero que
26. Decidí que

27. Descubrí que
28. Entiendo que
29. Podemos decir que
30. Pensaría que
31. Estoy seguro que
32. Me temo que
33. De esta manera/esa manera
34. Esto significa que
35. El punto es que

Me gustaría = Yo quiero

36. Quisiera decir que
37. Quiero añadir que
38. Quiero señalar que
39. Quisiera enfatizar
40. Quisiera reiterar (repetir)
41. Tengo un ejemplo
42. Aquí está el ejemplo
43. Hay muchos ejemplos de...
44. Bueno,
45. Entonces,
46. Como,
47. Hmm
48. De todas formas,
49. A propósito, coincidentemente
50. Básicamente
51. Realmente
52. Probablemente

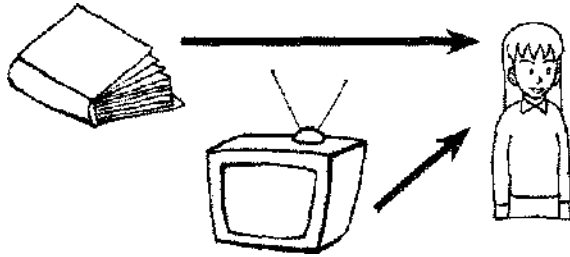
53. Afortunadamente
54. Después
55. La cosa es que
56. Recuerda que
57. No olvides que
58. Ahora recuerda que
59. Si piensas en eso,
60. Para decirte la verdad,
61. Pensemos un momento
62. Veamos...
63. Digamos que
64. Asumamos que
65. ¿No es?
66. ¿No sería...?
67. Puede que sea yo, pero
68. Hasta donde yo se
69. En lo que mí respecta
70. Como habrás escuchado
71. Como sabes
72. Como pues imaginar
73. Como resultado
74. Lo que esto significa es que
75. Lo que quiero decir es que
76. Esto indica que
77. Esto nos dice que
78.... y entonces...
79. Por eso

Preguntas para comprobar la comprensión

1. ¿Cuál es la idea central del texto?
2. ¿De qué se trata el texto?
3. ¿Qué aprendiste de este texto?
4. ¿Qué recuerdas más sobre este texto?
5. ¿Crees que este es un tema importante? ¿Por qué?
6. ¿Por qué escogiste este texto?
7. ¿Qué te hizo escoger este texto?
8. ¿Quién escribió este texto?
9. ¿Qué tiempo te tomó traducirlo?
10. ¿Qué tiempo te tomó para encontrar este texto?
11. ¿Qué palabras claves utilizaste?
12. ¿Cuántas palabras nuevas aprendiste?
13. ¿Dónde encontraste este texto?
14. ¿Te gusta buscar información en la Internet?
15. ¿Conoce algún sitio en la Internet en inglés que sería interesante para todos?

Crear Conexiones con Textos

Del Texto a Uno



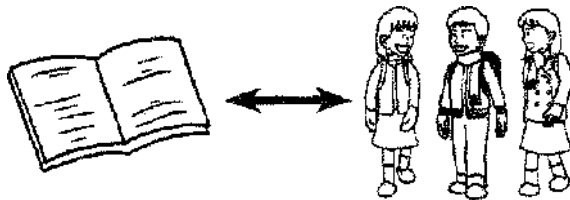
¿Puedes hacer conexiones entre lo que lees o escuchas y algo que ya conoces? ¿Puedes hacer conexiones con algo en que crees, algo que sucedió en tu vida, con algún objetivo o sueño o a tu personalidad? ¿Puedes hacer conexiones con un hecho que hayas experimentado?

De Texto a Texto



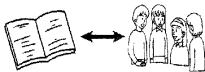
¿Puedes hacer conexiones entre lo que lees o escuchas y alguna parte del cuento, poema, obra, artículo o informe? ¿Puedes hacer conexiones con algo que escuchaste en las noticias? ¿Puedes hacer conexiones con alguna película o programa de televisión?

Del Texto a Otros



¿Puedes hacer conexiones entre lo que lees o escuchas y alguna otra persona? ¿Puedes hacer conexiones con un amigo? ¿Puedes hacer conexiones con algún personaje de otro cuento o película? ¿Con alguien de significancia histórica? ¿Con alguien famoso? ¿Con algún personaje de dibujos animados? ¿Con alguien a quien admire? ¿Con alguna experiencia que otra persona haya tenido?

Del Texto a la Clase



¿Puedes hacer conexiones entre lo que lees o escuchas y alguna clase o discusión de grupo? ¿Puedes hacer conexiones con otra clase o asignatura que hayas estudiado? ¿Con algún proyecto de clase o excursión? ¿Con temas que estudiaste este curso o el anterior?



Del Texto al Mundo

¿Puedes hacer conexiones entre lo que lees o escuchas y algún hecho histórico? ¿Con alguna ciudad o país del mundo? ¿Con algún problema en alguna parte del mundo? ¿Con celebraciones especiales, inventos o estilos de vida de gente de todo el mundo? ¿Con diferentes culturas?

Practique la Selección de Frases

Algo que te
sorprenda

Algo que es
importante que
otros sepan

Algo que sería
bueno para una
discusión

Algo que demuestre
una buena opción
de palabras

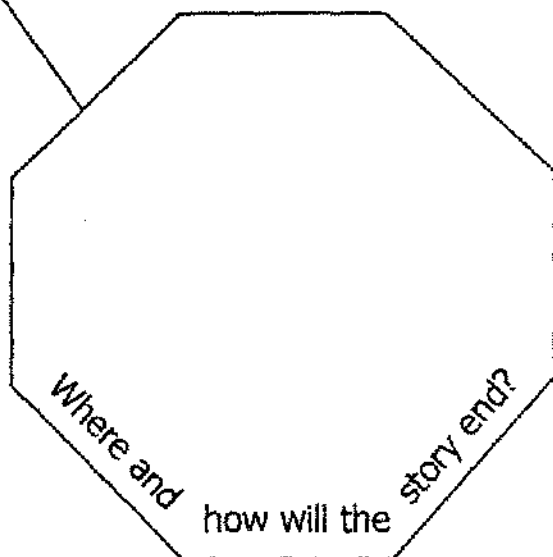
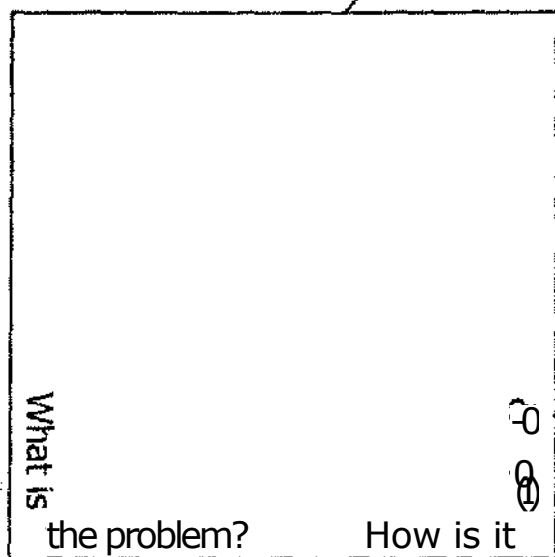
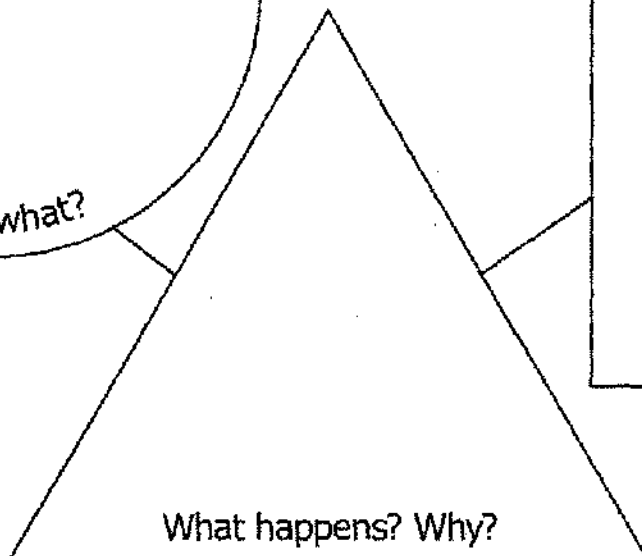
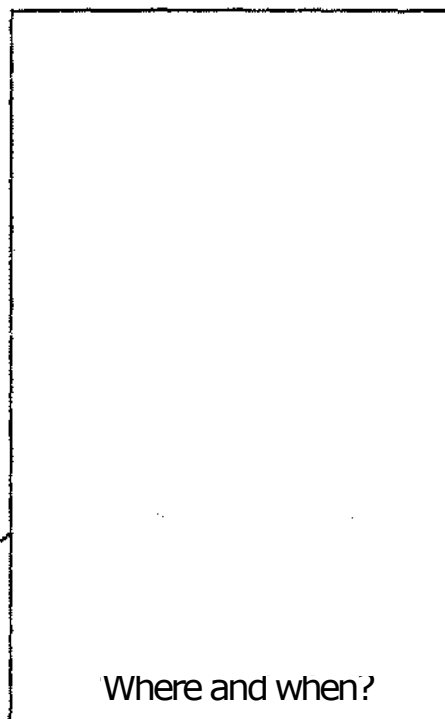
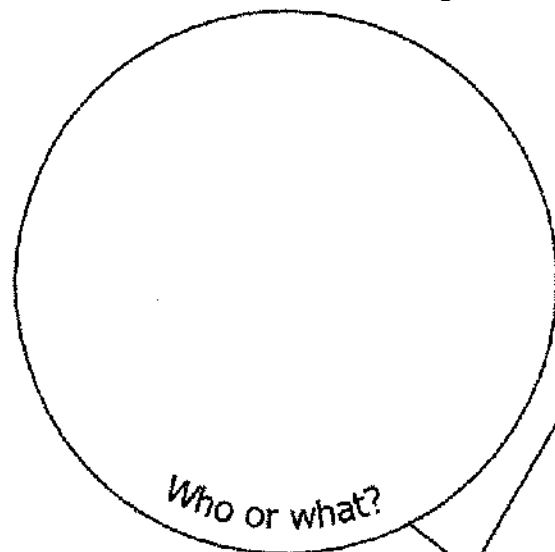
Nombre:

Fecha:

La Escritura con un Plan

Title:

Ideas for a Story



Planifique un Párrafo con una Estructura Informal que contenga 'A, -, •

(Título) _____

(Tema) Tema = _____

(Idea Clave/Central) ☆ _____ (Explique)

- _____
- _____

(Explique)

- _____

(Explique)

- _____
- _____

(Idea Clave/Central) ☆ _____ (Explique)

- _____
- _____

☆ _____ (Explique)

- _____
- _____

(Explique)

- _____

(Conclusión) Conclusión = _____

Nombre:

Fecha:

Guía de Planificación de Párrafo

Título

Oración Principal

Or

Idea Clave/Principal
(Razón/Detalles/Hecho)

-7.
0

Explicar

Idea Clave/Principal
(Razón/Detalles/Hecho)

Explicar

Conclusión

Reading Standards for Informational Text K–5

Kindergartners:	Grade 1 Students:	Grade 2 Students:
Key Ideas and Details		
1. With prompting and support, ask and answer questions about key details in a text.	1. Ask and answer questions about key details in a text.	1. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
2. With prompting and support, identify the main topic and retell key details of a text.	2. Identify the main topic and retell key details of a text.	2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
Craft and Structure		
4. With prompting and support, ask and answer questions about unknown words in a text. <u>(See grade K Language standards 4-6 on pages 19-20 for additional expectations.)</u>	4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. <u>(See grade 1 Language standards 4-6 on pages 19-20 for additional expectations.)</u>	4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. <u>(See grade 2 Language standards 4-6 on pages 19-20 for additional expectations.)</u>
5. Identify the front cover, back cover, and title page of a book.	5. Know and use various text structures (e.g., sequence) and text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
Integration of Knowledge and Ideas		
7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	7. Use the illustrations and details in a text to describe its key ideas.	7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
8. With prompting and support, identify the reasons an author gives to support points in a text.	8. Identify the reasons an author gives to support points in a text.	8. Describe how reasons support specific points the author makes in a text.
9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	9. Compare and contrast the most important points presented by two texts on the same topic.
Range of Reading and Level of Text Complexity		
10. Actively engage in group reading activities with purpose and understanding. a. Activate prior knowledge related to the information and events in texts. b. Use illustrations and context to make predictions about text.	10. With prompting and support, read informational texts appropriately complex for grade 1. a. Activate prior knowledge related to the information and events in a text. b. Confirm predictions about what will happen next in a text.	10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards for Informational Text K–5

Grade 3 Students:	Grade 4 Students:	Grade 5 Students:
Key Ideas and Details		
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
Craft and Structure		
4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. <u>(See grade 3 Language standards 4-6 on page 22 for additional expectations.)</u>	4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. <u>(See grade 4 Language standards 4-6 on page 22 for additional expectations.)</u>	4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. <u>(See grade 5 Language standards 4-6 on page 22 for additional expectations.)</u>
5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
6. Distinguish their own point of view from that of the author of a text.	6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
Integration of Knowledge and Ideas		
7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	8. Explain how an author uses reasons and evidence to support particular points in a text.	8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
9. Compare and contrast the most important points and key details presented in two texts on the same topic.	9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Reading Standards for Informational Text K–5

Grade 3 Students:	Grade 4 Students:	Grade 5 Students:
Range of Reading and Level of Text Complexity		
<p>10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>	<p>10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</p>

Reading Standards for Informational Text 6-12

Grade 6 Students:	Grade 7 Students:	Grade 8 Students:
Key Ideas and Details		
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
Craft and Structure		
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. <u>(See grade 6 Language standards 4-6 on page 44 for additional expectations.)</u>	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. <u>(See grade 7 Language standards 4-6 on page 44 for additional expectations.)</u>	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. <u>(See grade 8 Language standards 4-6 on page 44 for additional expectations.)</u>
5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. <u>a. Analyze the use of text features (e.g., graphics, headers, captions) in popular media.</u>	5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. <u>a. Analyze the use of text features (e.g., graphics, headers, captions) in public documents.</u>	5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. <u>a. Analyze the use of text features (e.g., graphics, headers, captions) in consumer materials.</u>
6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
Integration of Knowledge and Ideas		
7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

Grade 6 Students:	Grade 7 Students:	Grade 8 Students:
Integration of Knowledge and Ideas		
9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
Range of Reading and Level of Text Complexity		
10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

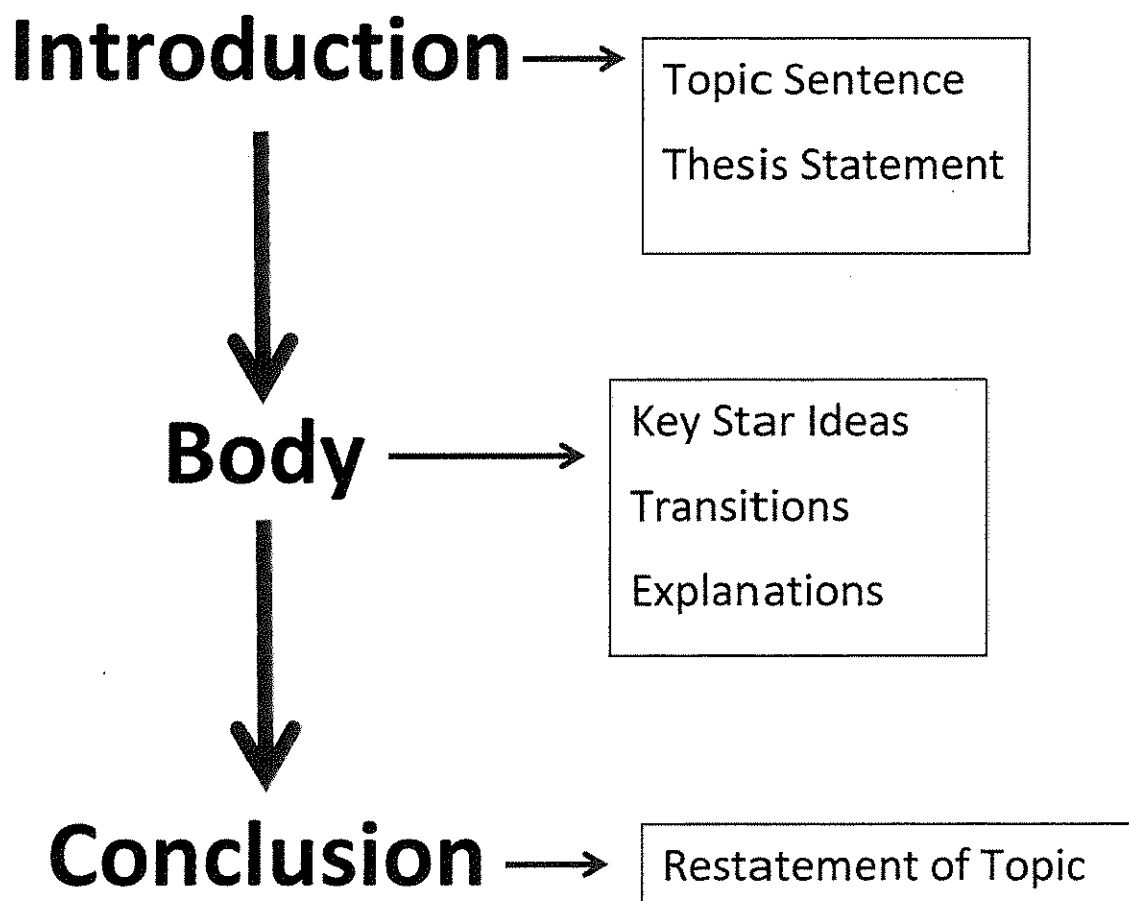
Reading Standards for Informational Text 6-12

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 9-10 Students:	Grades 11-12 Students:
Key Ideas and Details	
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). <u>(See grade 9/10 Language standards 4-6 on page 46 for additional expectations.)</u>	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10). <u>(See grade 11/12 Language standards 4-6 on page 46 for additional expectations.)</u>
5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). <u>a. Analyze the use of text features (e.g., graphics, headers, captions) in functional workplace documents.</u>	5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. <u>a. Analyze the use of text features (e.g., graphics, headers, captions) in public documents.</u>
6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
Integration of Knowledge and Ideas	
7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).
9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
Range of Reading and Level of Text Complexity	
10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.	10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

Narrative and Expository/ Informative Writing Comparisons

Expository/Informative Writing Non-Fiction



Types of expository/informative papers:

Research papers and reports

Essays

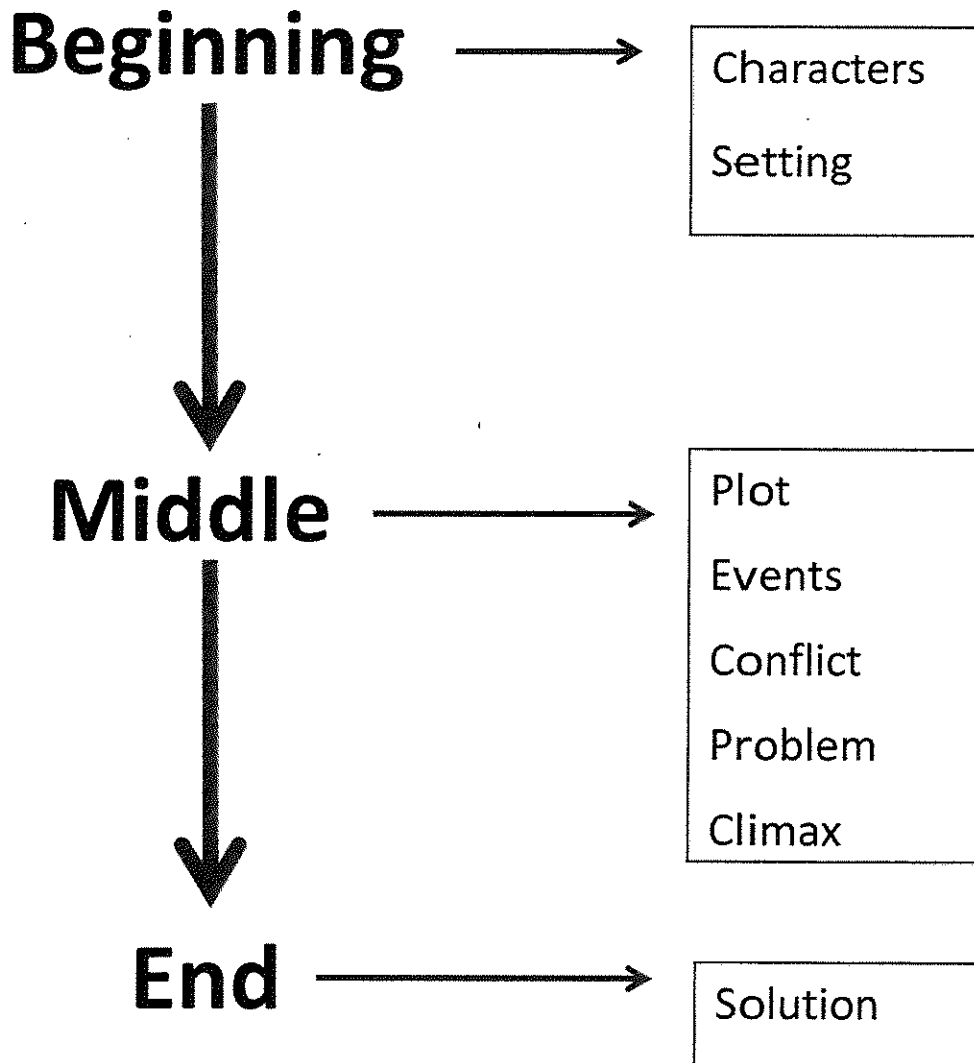
Description papers

Persuasion

Explain

Teach a process

Narrative Writing Fiction

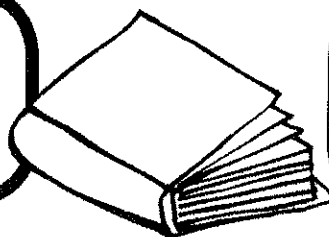


Types of narrative papers:

- Stories
- Fantasy
- Fairy Tales
- Legend/Myth
- Science Fiction

Two Kinds of Writing

INFORMATION/ EXPOSITORY



STORY/NARRATIVE

Paragraphs or Reports that:

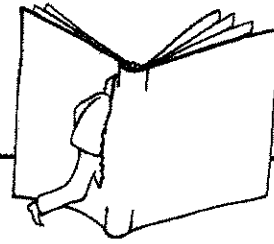
Compare
Contrast
Sequence
Enumerate
Identify
Persuade
Convince
Show cause and effect
Identify a problem
and a solution
List
Describe
Explain
Teach a process

Both kinds have . . .

- Clear organization
- Interesting content
- Style to fit the purpose
- Careful attention to grammar, mechanics, and presentation

Biography
Children's story
Fairy tale
Fantasy
Feature story
Folk tale
Historical fiction
Horror story
Humorous story
Legend
Mystery
Myth
Romantic story
Science fiction
Tall tale

Response Starters



After

I'm sure

Although

I'm surprised

An important

If

Because of

In my opinion

Before

Maybe

I believe

The problem

I question

This reminds me

I think

When

Different Transitions for Different Kinds of Writing

INFORMATION/EXPOSITORY

First of all
A second
The third
A fourth

One important
Another important
The most important

With friends
With my classmates
With my family

In the spring
During the summer
In the fall
Throughout the winter

Before the war
During the war
After the war

My style
My mother's style
My grandmother's style

One
Another
The next
Finally

To begin
Next
Now
Finally

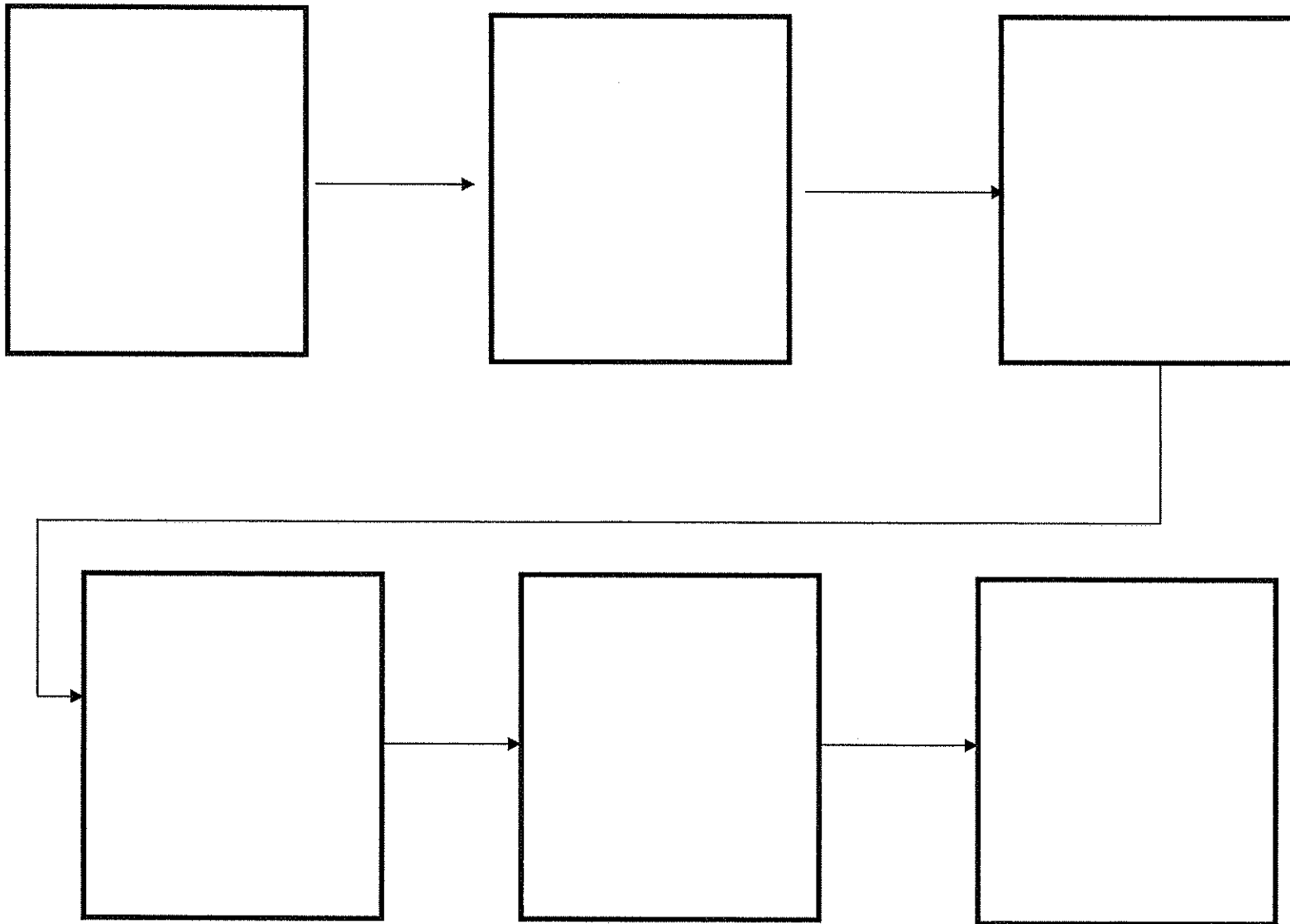
One example
Another example

STORY/NARRATIVE

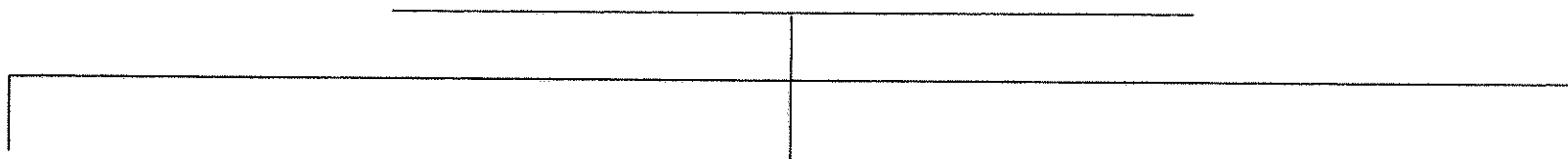
One evening
Later in the day
After the show ended
Before school
While we ate lunch
As we walked home
During the test
By the time I turned four
Before my birthday
In the middle of the game
Early in the year
Not long after the game
Often we would
After dinner
One fall afternoon
When the room was full
At supper
As we came closer to the river
During the first few months
Every Saturday
Down in the village
One afternoon
For several weeks
All day long
After a while
At noon that day
Quickly
Suddenly
All through the year
Throughout the week
Now
The moment the bell rang
Almost as quickly

Thinking Maps

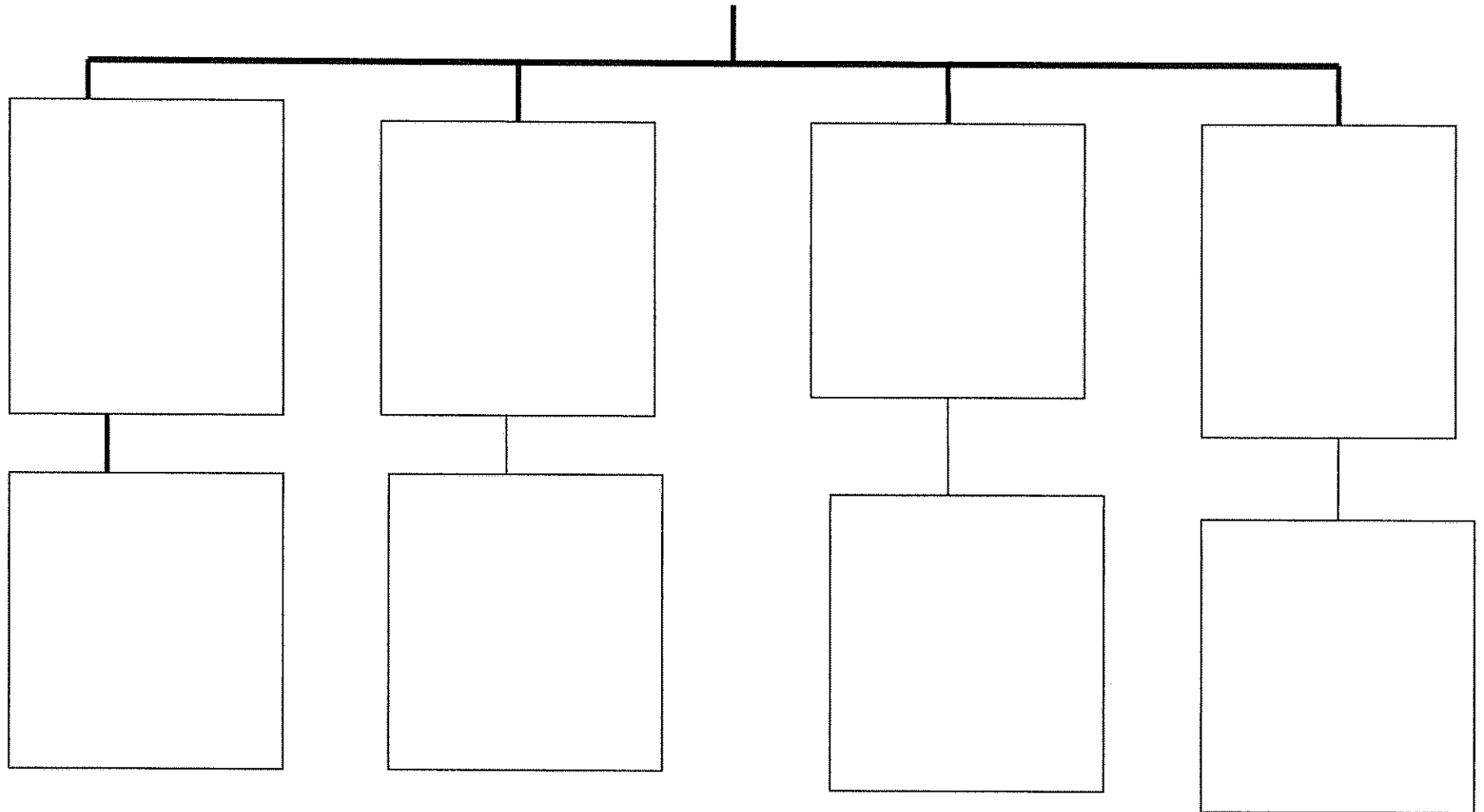
Flow Map for _____



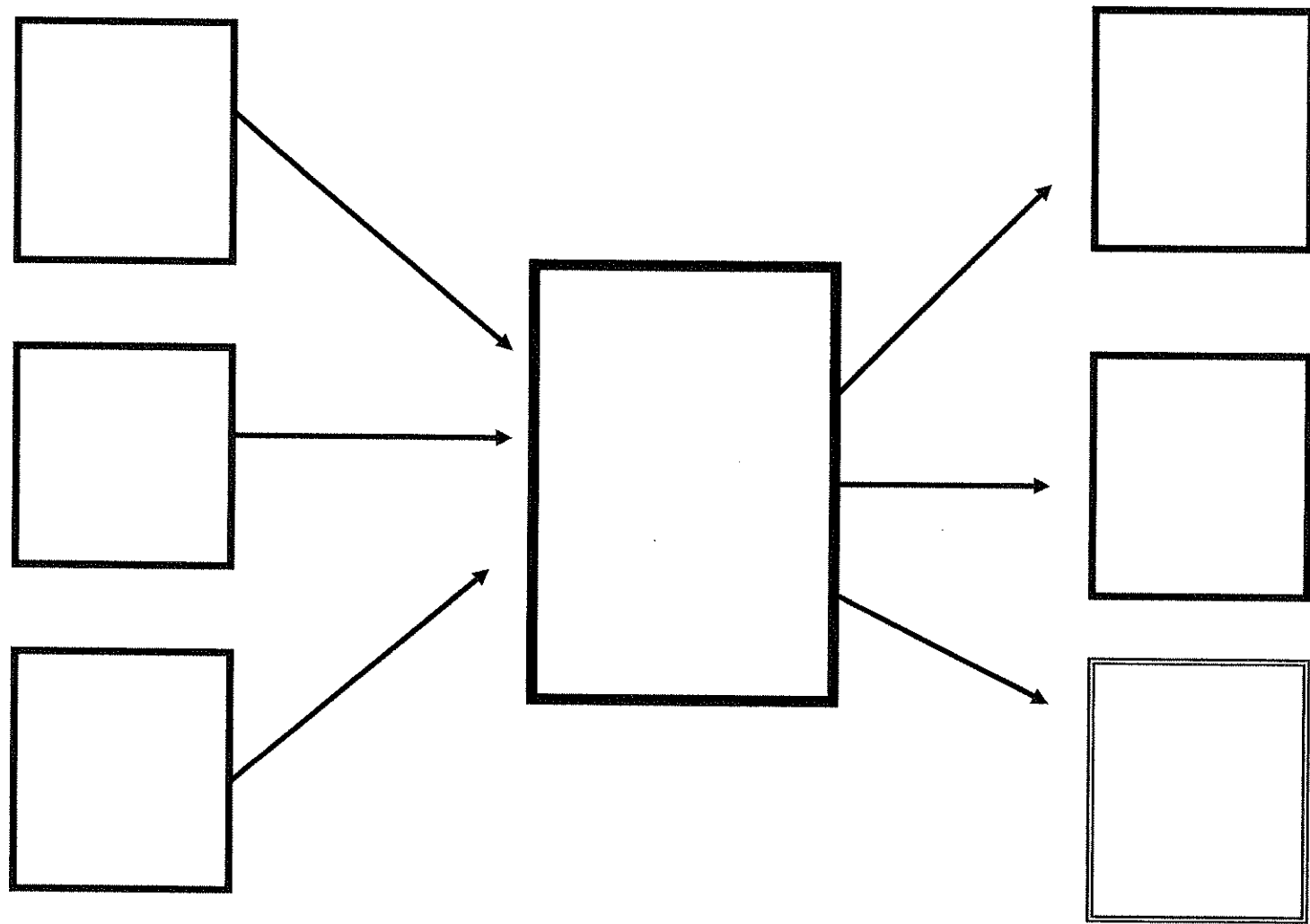
Flow Map -- Sequence



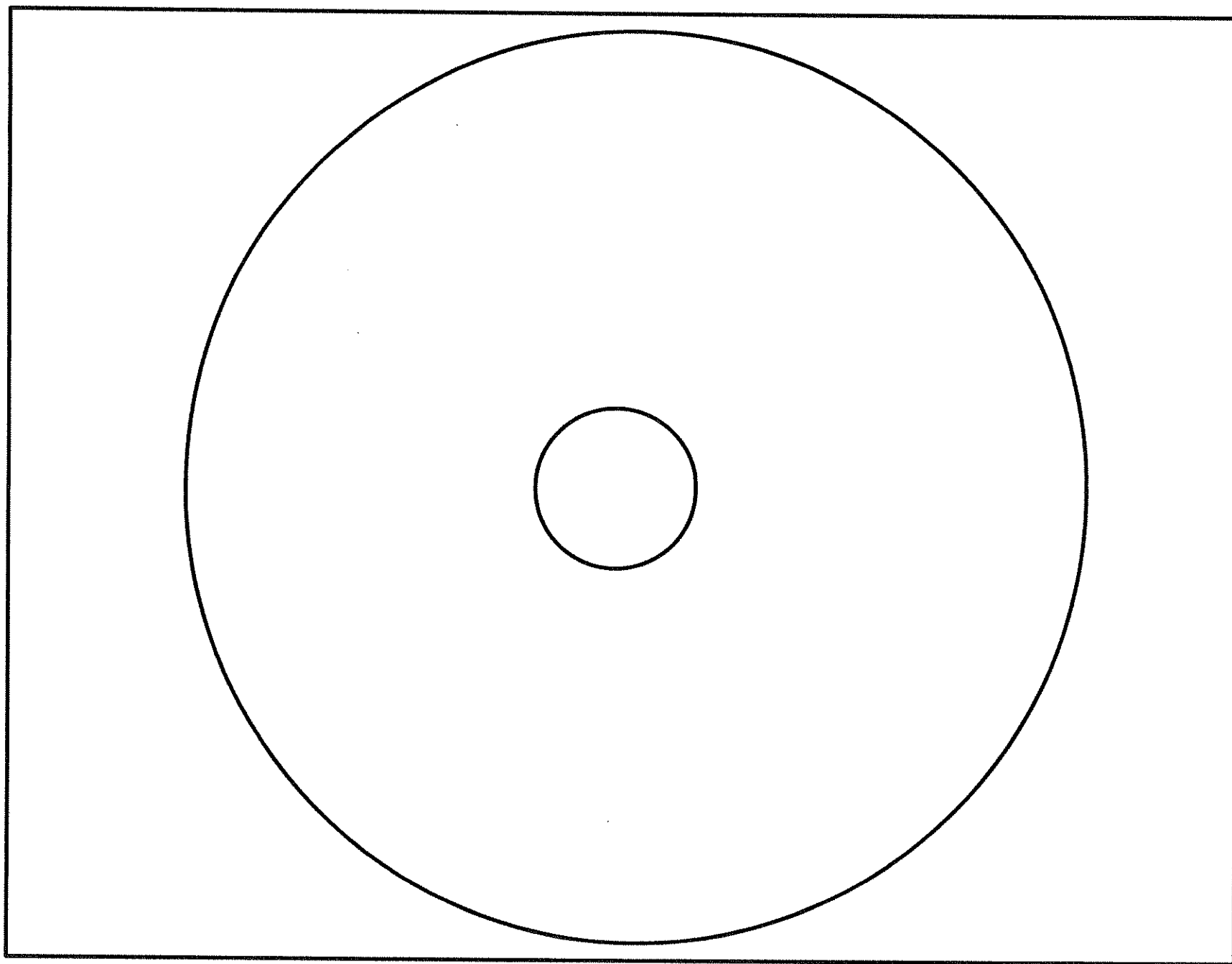
Title of Tree Map

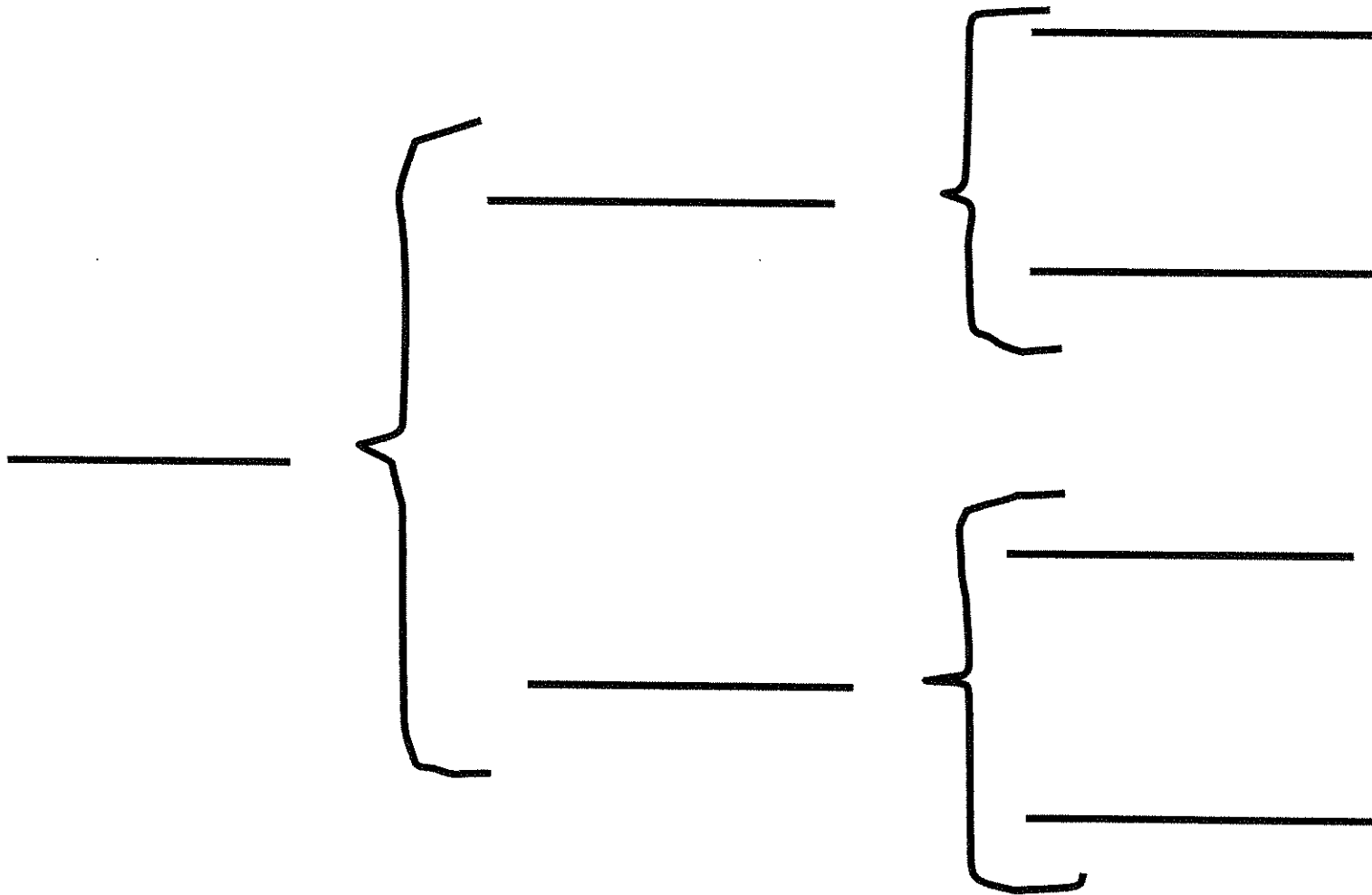


Tree Map - Classification

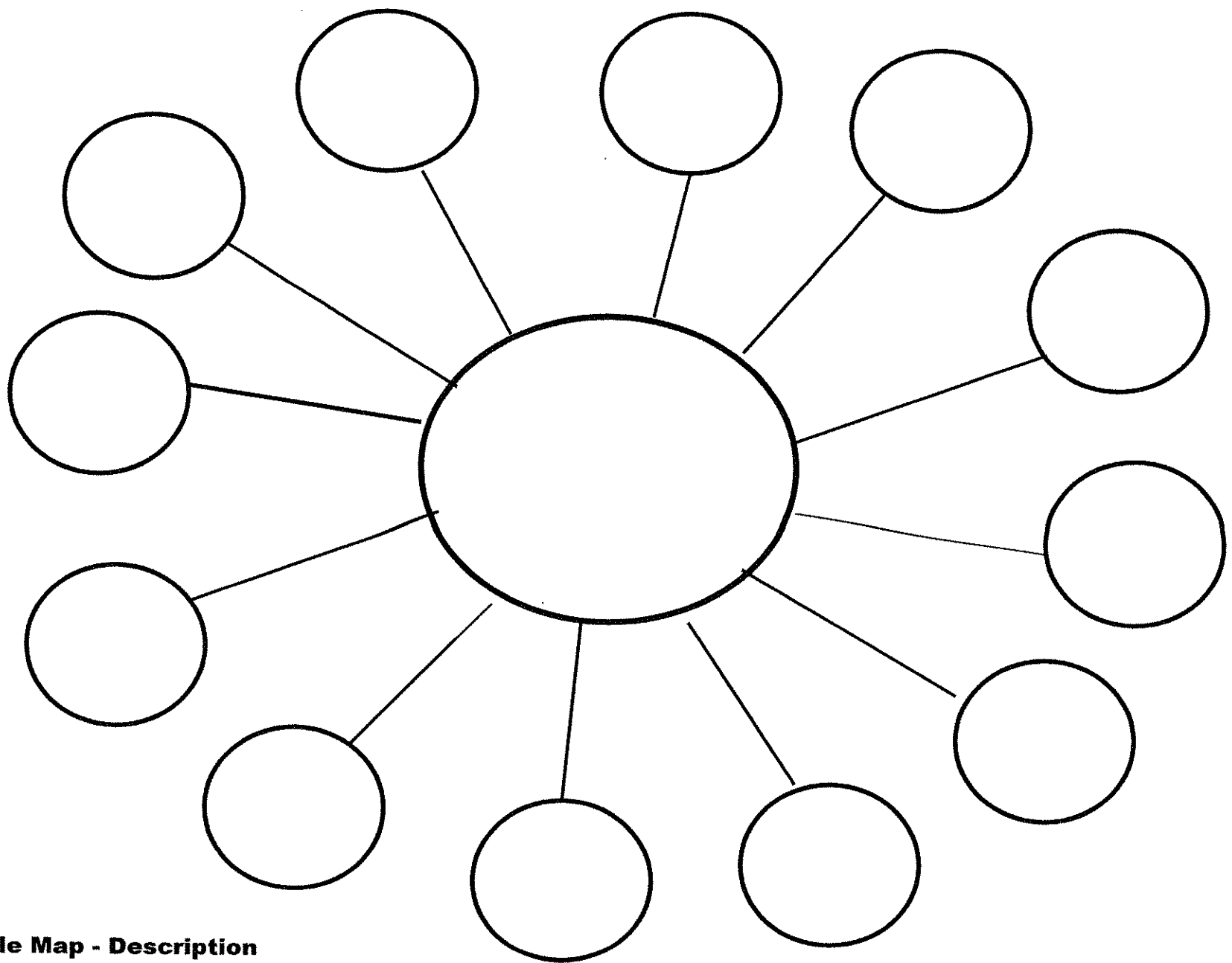


Multi-Flow Map – Cause & Effect

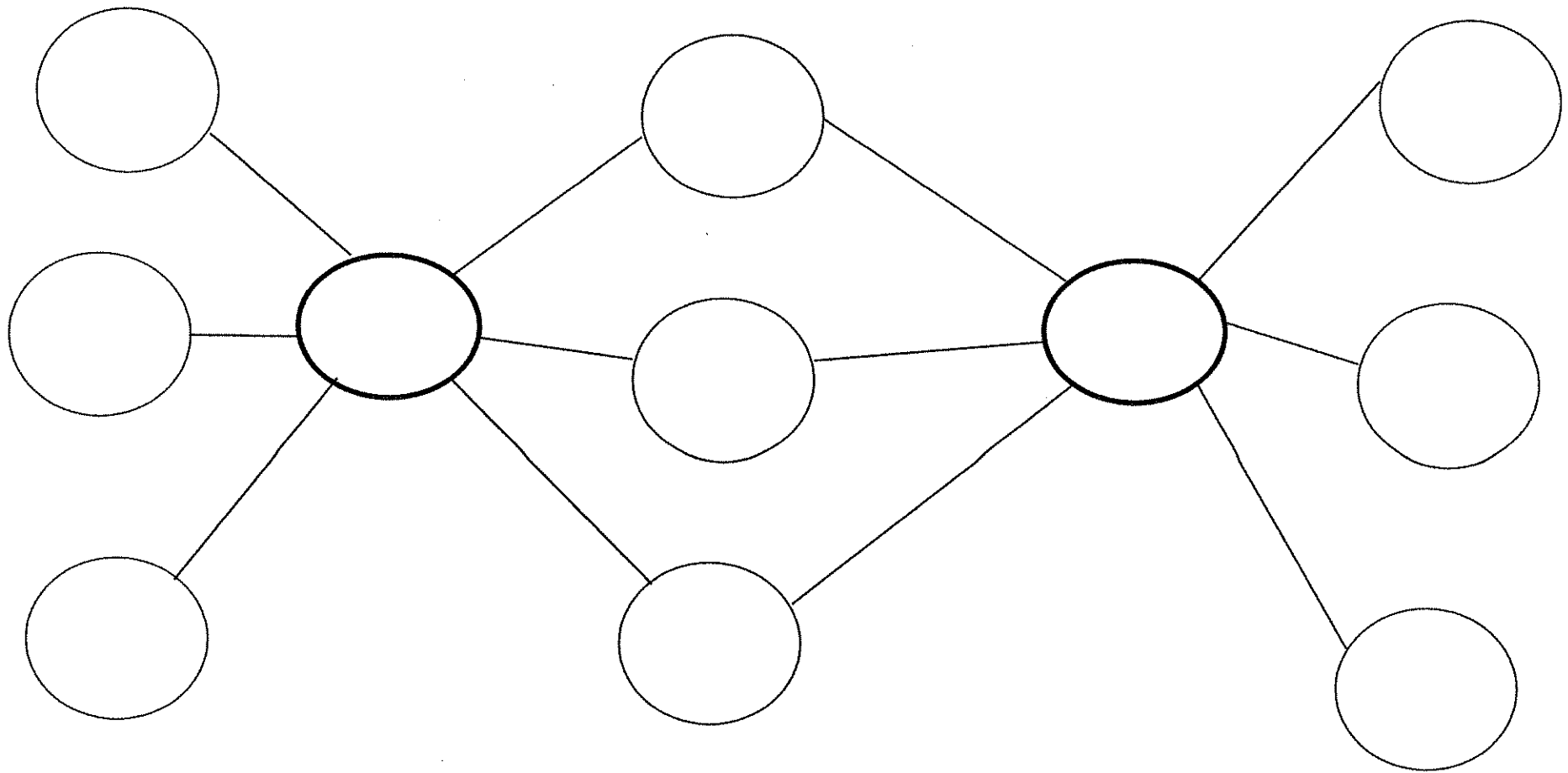




Brace Map – Parts to Whole



Bubble Map - Description



Double Bubble -- Comparison

Sentence Starters

Questions for Reading Comprehension

P: What do you think this story is about?

C: I think this story is about...

P: What predictions can we make about this story?

C: We can predict that...

P: Do you remember a time when...?

C: When I was _____ I remember....

P: Have you ever...?

C: I remember a time when I was _____, I...

P: What is the setting of the story?

C: The setting of the story is....

P: What is the _____ of the story?

C: The _____ of the story is...

P: Who are the characters in the story?

C: The characters in the story are

P: Would you consider (character) to be _____ or _____ ? Why?

C: I consider (character) to be because

P: What would be another solution for this story?

C: Another way the story could end is...

Sentence starters

1. I think that
2. I know that
3. I see that
4. I bet that
5. I wish that
6. I hear that
7. I heard that
8. I hope that
9. I believe that
10. I do think that
11. I wouldn't go as far as to ...
12. I don't think that...
13. I am not sure if ...
14. When it comes to ..., ...
15. Like this
16. I figured that
17. I imagine that
18. I doubt that
19. I mean that
20. I suppose that
21. I forgot that
22. I remember that
23. In my opinion,
24. I realize that
25. I expect that
26. I decided that

27. I found out that
28. I understand that
29. We can say that
30. I would think that
31. I am sure that
32. I am afraid that
33. This way/that way
34. This means that
35. The point is that

I would like = I want

36. I would like to say that
37. I want to add that
38. I want to point out that
39. I would like to emphasize
40. I would like to reiterate (to repeat)
41. I have an example
42. Here is an example
43. There are many examples of...
44. Well,
45. So,
46. Like,
47. Hmm
48. Anyway,
49. By the way, incidentally
50. Basically
51. Actually
52. Probably

53. Fortunately
54. consequently
55. The thing is that
56. Keep in mind that
57. Don't forget that
58. Now remember that
59. If you think about it, ...
60. To be honest with you,
61. Let's think for a minute
62. Let's look at ...
63. Let's say that
64. Let's assume that
65. Isn't it ...
66. Wouldn't it be ...
67. I may just be me, but
68. As far as I know
69. As far as I am concerned
70. As you may have heard
71. As you know
72. as you can imagine
73. as a result
74. What this means is that
75. What I mean is that
76. This suggests that
77. This tells us that
78. ... and so...
79. therefore

Questions to the speaker!

1. What is the main idea of your article?
2. What is your article about again?
3. What did you learn from this article?
4. Which facts do you remember most from this article?
5. Do you think that this is an important topic? Why?
6. Why did you choose this article?
7. What made you pick this particular article?
8. Who wrote this article?
9. How long did it take you to translate it?
10. How long did it take you to find this article?
11. Which key words did you use?
12. How many new words did you learn?
13. Where did you get this article?
14. Do you like looking for things in the Internet?
15. Do you know any cool sites in English, which would be interesting for everyone?

Asking & Answering Questions

What is _____?

Where is _____?

Who is _____?

How did _____?

When _____?

Who, what, where, _____?

I wonder _____?

I wonder why _____ would _____?

Who, what, where, when, how _____?

How would a _____?

How would a _____ if _____ was _____?

Who, what, where, when, why _____?

Making Connections

I felt _____.

It was just like _____.

_____ reminds me of _____.

This selection makes me think of _____ in my own life.

_____ is the same as _____.

_____ in (the selection) makes me realize _____.

I have a connection here. I know _____.

Even though I've never experienced _____, I think it might be similar to _____.

_____ is similar to _____.

Predicting/Confirming Predictions

I predict that _____.

I think _____ is going to happen.

I think _____ are going to _____.

It was _____. I thought _____.

Yes, she/he/we/they _____. No, he/she/we/they _____.

I am going to make a prediction that _____.

I predict the _____ will _____.

I have another prediction: _____.

I predicted _____.

I found out that _____.

Now I think _____.

What I already know about _____ helps me predict that _____.

The _____ might/could _____.

Now I see that my prediction was (not) confirmed because _____.

Because _____, I predict that _____.

Based on what the author has told us about _____, I predict _____.

Earlier I predicted _____. I see that my prediction was (not) confirmed.

Narrative/ Story Writing Organizers

Name: _____ Date: _____

Vocabulary for Writing and Talking About Stories

Title: _____ Author: _____

Term	Examples
Action (Plot) – What happens in the story <ul style="list-style-type: none"> • The events • The problems • The resolution 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> (Page _____)
Character(s) – People, animals, or things <ul style="list-style-type: none"> • What they say • What they do • How they look • What they think 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> (Page _____)

Vocabulary for Writing and Talking About Stories

Title: _____ **Author:** _____

[illegible]

Name: _____ Date: _____

Story Reading Guide

Title — Author	Setting — Characters	Problem/Conflict	Climax/Resolution	Opinion/Critique

Name: _____ Date: _____

Story Reading Guide

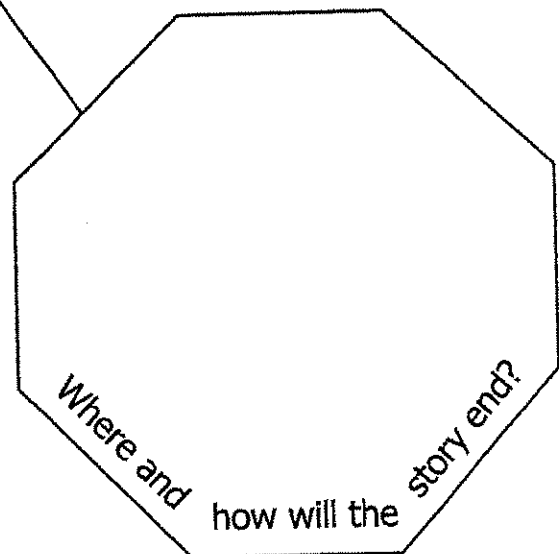
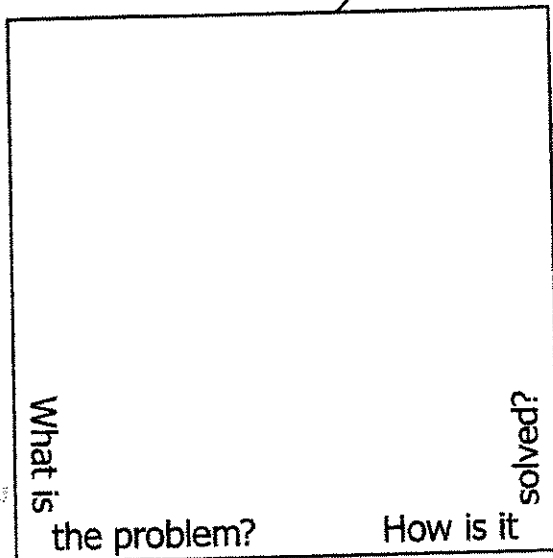
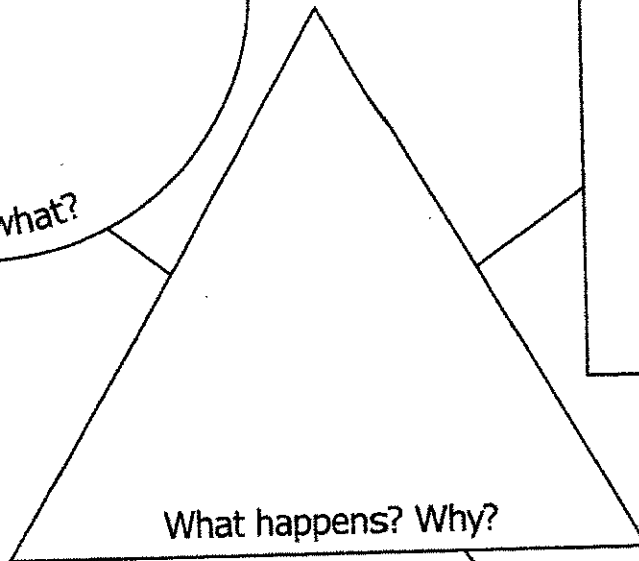
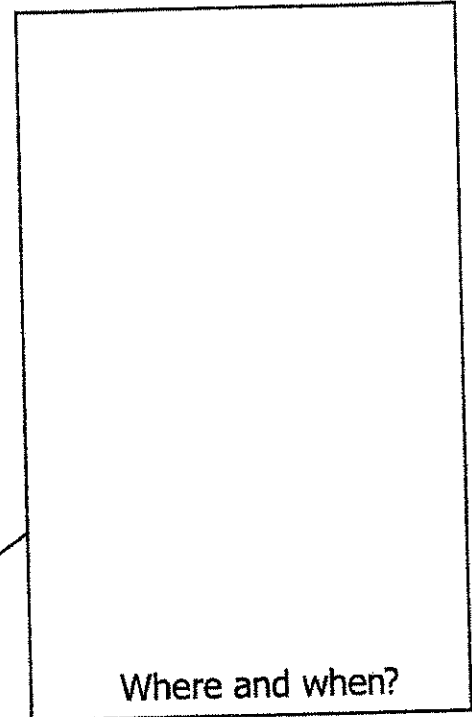
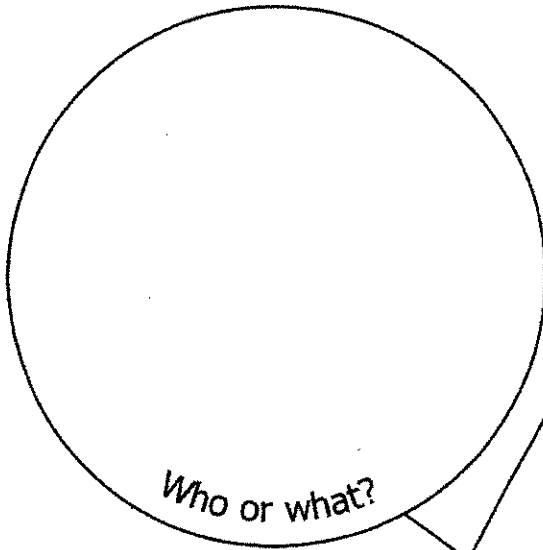
Title — Author	As the story started . . . (Beginning)	Later on . . . (Middle)	The story ended after . . . (End)

Name: _____ Date: _____

Prewriting with a Story Map

Title: _____

Ideas for a Story



Name: _____ Date: _____

Planning a Story/Narrative



Title _____



Quick Sketch
Plan your story.



Quick Notes
Jot helpful words and phrases.

Beginning

•
•
•
•

Middle

•
•
•
•
•
•
•
•
•
•

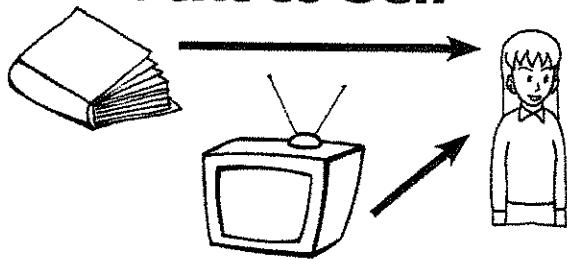
End

•
•
•
•

Responding to Reading

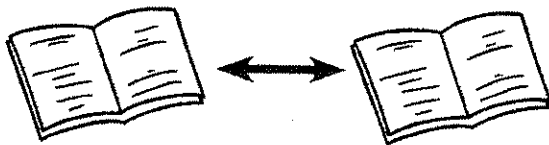
Making Text Connections

Text to Self



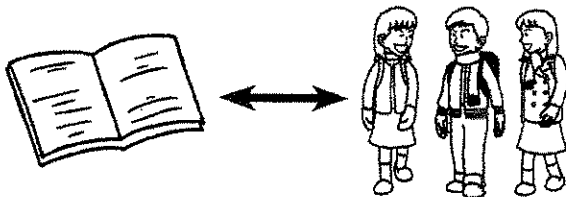
Can you connect what you are reading or hearing to something you already know? To something you believe, to something that happened in your life, to a goal or dream you have, to your personality? To an event you have experienced?

Text to Text



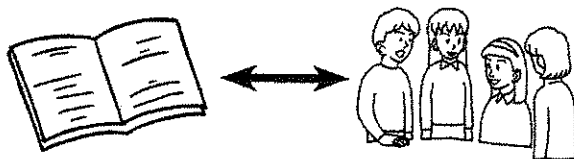
Can you connect what you are reading or hearing to some other part of the story, poem, play, article, or report? To another story, poem, play, article, report? To something you have heard on the news? To something from a movie or television?

Text to Others



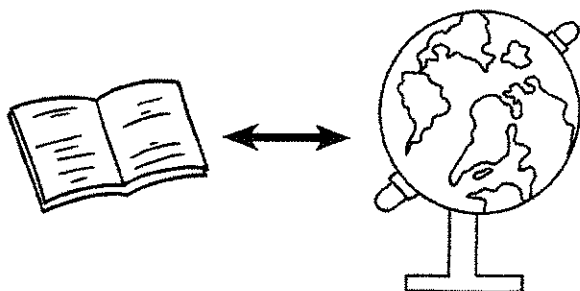
Can you connect what you are reading or hearing to another person? To a friend? To a character from another story or film? To someone in history? To someone famous? To a cartoon character? To someone you admire? To an experience someone else has had?

Text to Class



Can you connect what you are reading or hearing to a class or group discussion? To another class or to another subject you have studied? To a class project or field trip? To topics you studied this year or last year?

Text to World



Can you connect what you are reading or hearing to a time or event in history? To a city or country in the world? To a problem happening some place in the world? To special celebrations, inventions, or lifestyles of people around the world? To different cultures?

Name: _____ Date: _____

Practice Selecting Quotations

Something that surprises you	
Something that is important for others to know	
Something that would be good for discussion	
Something that shows excellent word choice	

Name: _____ Date: _____

The part that interested
me the most

This part caught my
attention because



Name: _____ Date: _____

The information in what
I read taught me

Now that I've learned this



Name: _____ Date: _____

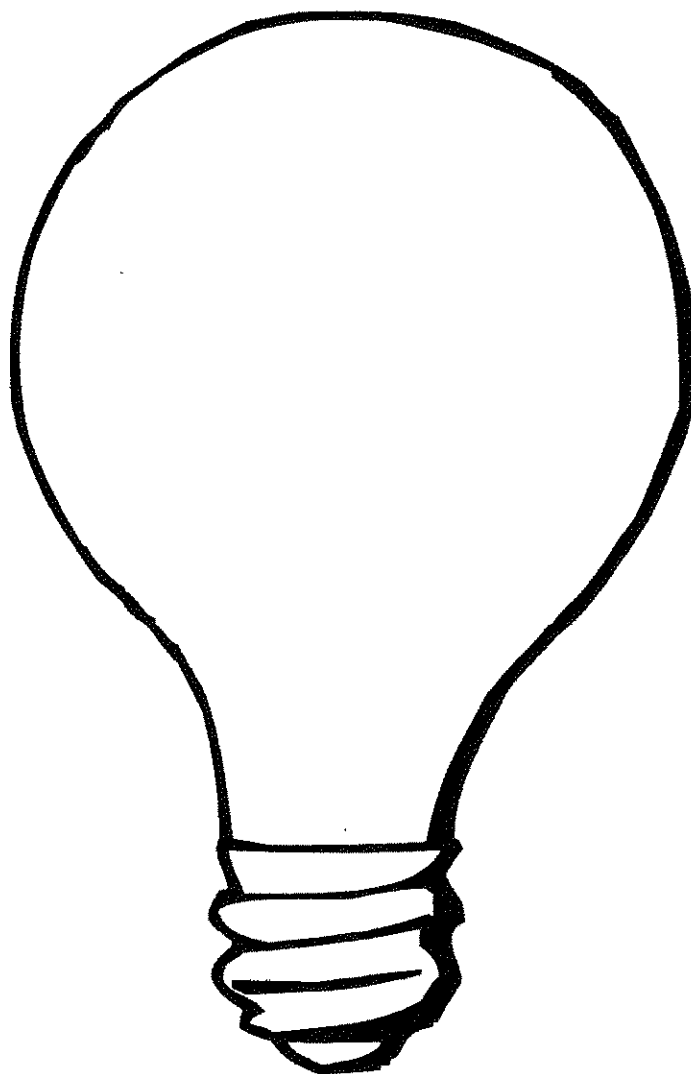
The author probably
wanted to

I believe this because

Name: _____ Date: _____

What Were You Thinking?

Title of Story or Article: _____



Name: _____ Date: _____

What Were You Thinking? Respond to the Text!

Title of the item: _____

If _____

I wonder _____

Maybe _____



Name: _____ Date: _____

What Were You Thinking? Respond to the Text!

Title of the item: _____

If _____

I wonder _____

Maybe _____



Name: _____ Date: _____

What Were You Thinking? Respond to the Text!

Title of the item: _____

If _____

I wonder _____

Maybe _____

Expository/ Informative Writing Organizers

Plan a Paragraph with a ☆, -, • Informal Outline

(Title) _____

(Topic) Topic = _____

(Key/Star Idea) ☆ _____ (Explain)

- _____
- _____

— _____ (Explain)

- _____
- _____

— _____ (Explain)

- _____
- _____

(Key/Star Idea) ☆ _____ (Explain)

- _____
- _____

— _____ (Explain)

- _____
- _____

— _____ (Explain)

- _____
- _____

(Conclusion) Conclusion = _____

Plan a Paragraph with a ☆, -, • Informal Outline

(Title) _____

(Topic) Topic = _____

(Key/Star Idea)	☆ _____	- _____	(Explain)
		• _____	
		• _____	
		- _____	(Explain)
		• _____	
		• _____	
	☆ _____	- _____	(Explain)
		• _____	
		• _____	
(Key/Star Idea)	- _____	(Explain)	
	• _____		
	• _____		
	☆ _____	- _____	(Explain)
		• _____	
		• _____	
		- _____	(Explain)
		• _____	
		• _____	

(Conclusion) Conclusion = _____

Name: _____ Date: _____

Paragraph Planning Guide

Title

Topic Sentence (Go!)	
Key/Star Idea (Reason/Detail/Fact) (Slow down!)	Explain (Stop!)
Key/Star Idea (Reason/Detail/Fact) (Slow down!)	Explain (Stop!)
Conclusion (Go back!)	

Paragraph Practice Guide

TOPIC SENTENCE	
KEY/STAR IDEA	
EXPLAIN	
EXPLAIN	
KEY/STAR IDEA	
EXPLAIN	
EXPLAIN	
CONCLUSION	